GOOD MANNERS FOR CHILDREN

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GOOD MANNERS FOR CHILDREN

GOOD MANNERS FOR CHILDREN

BY

ELSIE C. MEAD

AND

THEODORA MEAD ABEL, PH.D.

INTRODUCTION BY

HENRY N. MACCRACKEN, PH.D.

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DEDICATION

We dedicate this book to Mrs. William Brown Meloney, who as Editor of the *Delineator* asked us to write our first articles on children's behavior. It was only through her insistence that we had the temerity to expand our articles into a book. We wish in our humble way to honor her calm kindliness and thoughtful concern for everyone and her work as founder of the great "Better Homes in America" movement, with the hope that this little book may find its way to the Better Homes book shelves and that its suggestions may help to build the gracious atmosphere which is as near to its founder's heart as improvement in material comforts and equipment. While writing this book we were continually reminded of Mrs. Meloney, as we have found her always such a radiant example of true courtesy, and we wish in this way to pay homage to her who has been our guide and inspiration.

OF GOOD MANNERS

Good manners do not proceed from virtue; but virtue itself issues from good manners. For there is but little that is eternal and without change in virtue, which is but the fashion of the day as manners do declare them. Manners therefore are good in proportion as they obtain favor; and as favor is the prize of the strong, so manners are the index of the strength and stability of a society of persons. Therefore in the days of Dan Chaucer, manners were well named thews, as being the very muscle and sinew of the folk.

They who despise manners and esteem them effeminacy or affectation, greatly err; for as manners are themselves strength, so the strong possess them. The name itself of this book bears witness of them; for the courteous child is but the child who chooses rather the manners of a prince or of a princess than any person of inferior station. Its behavior is upon the model of the strongest individual in a nation rather than a vulgar or typical example.

It is commonly observed, that manners are best borne, when the bearer is least conscious of them, so that they seem a very part of him. There is

something about manners assumed which betrays its source, and suggests a base motive, as pride, ambition, or envy. The highest encomium of manners is, that they be natural. Yet in truth there is no nature, but all is training, in manners, what we call nature being in fact but training in the earliest youth, when the intensity of the instruction being lost, or the effort in learning never perceived through the love of the model followed, the manners have become residents of the hand, foot, or body rather than of brain, and manners are thus served by these trusty agents as by very automata.

The mother has this advantage over the hired teacher, the travail of learning is thus dispelled by the glow of happiness in serving a loved one. The learning of mother's manners by a child is first and strongest of all manners in life. Like father, like son, our proverb has it; but indeed like mother, like son were the more probable. Those likenesses of children to parents are somewhat in heredity, no doubt, especially of intimate capacity and quickness of perception. Likeness of feature and form is also earned by descent. Yet there is a more solid kinship in likeness of manners; and in our days the custom of adoption is so widespread, that we are often deceived in

seeing children to be most like their parents at law, without one drop of blood in common.

In former times manners were so highly prized, that sons and daughters accounted it the best of fortunes, to be placed as children in service of some good lord or lady, there to live and to imbibe, as by breathing the atmosphere of courtesy. And even in these leveled days, manners are still aristocratic. We may laugh as we will, or choose to ignore the facts; but custom mocks us all. Fathers and mothers will take unending pains to place their children where best manners are thought to be found. Good manners command the highest prices at the market cross. Employment, and still more preferment, depend upon them. "One shall be taken and another left," because good manners underlie all credit, all confidence, all pleasure in purchasing and sale.

Good manners are more potent also than unity of religious faith in breeding goodwill. It has ever been said of New York, that all a man needs to enter its best society are clean teeth and a dress suit. Religious prejudice, race hatred, even the barriers of color in race are most fevered and violent, where manners are also more at variance.

For, to be brief, manners are nothing less than the expression by society of its desire and purpose

to survive. They are the links in the strong chain that anchors deep in the secure past of the race. Once as vital to life as breathing or eating, manners are still essential to the integrity of all intercourse. In proportion as social relations spread beyond the family to the state and to other lands, manners are our best language. They compose an Esperanto none can mistake. Without them society falls apart; and men go back to the pack and to the outlaw, which is the same as to say, extermination.

And good manners are nothing more or less, than the effort of people to do beautifully what somehow is to be got through in a day's work. Beauty is the power that gives rest to the soul. It comforts and enheartens. The spirit that lives close to beauty will go all the way, as Antolycus sang; the discontented and churlish nature will not digest life, but will tire in a mile. Men talk sometimes of art, and more especially of the art of living, as if it were an excrescence upon life, an unnecessary and even unmanly view of this world; when the evidences of its value in terms of medicine, of knowledge, of state, of church, of every institution in which man seeks shelter for his homeless spirit, are all about us. The soul set free turns to beauty, as the flower to the sun.

So children love good manners, even when they

are ashamed to confess it. I dare even to affirm that a boy loves dirt no more, at most, than a dog does; and see the gratitude of the dog for, though not before, his bath! The tail has not wags to express it. And the grown man and woman who have accepted good manners, to whom they are more shaped than an old jacket to a hunter, may dwell serenely among any folks, no matter of what degree. They are not bound, but free; for their time is given not to the manner, but to the act; not to the means, but to the end; and through their manners their true selves shine clearly, not muffled up in a cloak of rudeness. Uncouth is literally unknown; a word that comes most legitimately by its meaning; for the mannerless have no other language to tell of their real selves, and so become hermits unholy of works.

When the colonists came first to America's shores, they set store by nothing so much as good manners. The wilderness held no terrors for them, if they could feel at home with their own ways. They named the wilds of Pequot and Algonquin by the sweet sound New England, as if the title could shelter them in old-world ways. New Netherlands fitted well enough the flat tide waters of the Hudson mouth; and only when security was felt, did they adopt Indian names, in pride of their strange new possession. The English

colonial agent in African jungles, dressing every night for dinner, preserves both himself and the service he honors thereby. The form in this instance renews its nature of essential need.

Good manners are an universal passport; a diploma whose clean cut seals are never faint. Those without them can in no case be said to travel, except as the begums or princesses of India, prisoned behind heavy curtains, and bearing one's own house along; but this is not to travel. And since nearly every land has given more thought to manners than our own, they are the more needful for our citizens' baggage, who represent America too often as the land where manners are never known. In travel, indeed, more often than at other times, one observes how all good manners are the same the world over, however different be the forms. The coolie of China may have the best manners in the world, our unschooled American rich the worst.

If manners then possess such value as is here set forth, what hinders them to be more honored in a system of education? The cause must be, that training in manners as a conscious acquirement is ungraciously given and accepted; so that adolescents will receive it only upon compulsion, such as fear of social ostracism or the strictest military discipline. Whether they be the best I

know not, but assuredly the most manners are the possession of the debutante and the cadet.

Manners are the true mirror of an age. In them you shall find history; of late historians have chosen manners more than battles to depict. He who asked to write the songs of his people, rather than to write their history, knew what he was about, for songs are the very rhythm of an age and of its manners, which in the long run determine the history of it, the comedy and the tragedy, and all their blends of life.

If then manners be of such weight in the world, why should instruction in them be scorned and ridiculed? There is a season for everything, the organic growth of man from childhood to maturity seeking different training necessary in various years. Manners then, being so closely woven in the very fiber of our being, must be early ingrained, before six years if it be possible. Men and women, so far as manners go, are made or marred by that age.

In former days proverbs of manners were most useful, and old wives' tales, also, most stories being told for the purpose of teaching manners. Let us beware in this barren age of science and of efficiency, how we lose these aids of art. Parents, keep good manners yourselves, especially with your children, and half your task is done. The

other half is to observe and choose the best there is in the codes about you, and so to present this to children, that it shall seem worthiest and most beautiful in the doing to their minds. I had rather you sent them with good manners than with good fortune into the world; they would be the more ready for it.

HENRY NOBLE MACCRACKEN
President of Vassar College

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GOOD MANNERS FOR CHILDREN

SECTION I

WHAT PRODUCES TRUE COURTESY

CHAPTER I

WHY GOOD MANNERS ARE ESSENTIAL

Before launching into a discussion of how good manners should be taught to children it would perhaps be profitable to consider why they are essential. If manners are simply a veneer that can be acquired easily, why devote so much attention to the teaching of polite behavior? If what a man is matters so much more than how a man acts why not let our children "express their personalities" and act as they feel? But can one really picture a world of human beings in which each one follows his immediate instinctive impulse without question or judgment? What chaos it would be! What head-on collisions! What a noisy, dirty, untidy world!

The accepted customs of society have developed because it is necessary to check hasty or disagreeable impulses. These customs instilled into children early in life will become a part of their actions and very feelings, so that they need not grope painfully and self-consciously in the maze of organized behavior which they do not understand and perhaps—often too late—discover for them-

selves the value of customs which organized society has already discovered and is ready to give to them in the beginning.

HOW DOES CUSTOM ARISE?

"How does custom arise?" Let us first consider what custom is. It is not merely habit of action. It implies also judgment upon action, and a judgment stated in general and impersonal terms. It would seem to imply a bystander or third party.

If A hits B, B probably hits back. It is his "habit" so to do. But if C, looking on, pronounces that it was not a fair blow, he will probably appeal to the "custom" of the country,—the traditional rules of fighting, for instance,—as the ground of his judgment. That is, he will lay down a rule which is general in the sense that it would apply to other individuals under similar condi tions, and by it he will, as an impartial third person, appraise the conduct of the contending parties. The formation of such rules, resting as it does on the power of framing and applying general conceptions, is the prime differentia of human morality from animal behavior. The fact that they arise and are handed on from generation to generation makes social tradition at once the dominating factor in the regulation of human conduct.

Without such rules we can scarcely conceive society to exist, since it is only through the general conformity to custom that men can understand each other, that each can know how the other will act under given circumstances, and without this amount of understanding the reciprocity, which is the vital principle of society, disappears.'' [1]

[1] Hobhouse, L. T. "Morals in Evolution." page 12.

CHAPTER II

HABIT FORMATION

CONTACTS OF SOCIAL BEINGS

We are social beings, living in close contact with one another. It is important that we learn to respect the rights of others, to give and take with our neighbors. In practicing a few good manners which have become recognized in our community life we make our path that much smoother and easier.

We all have our own interpretation of the term "good manners." To some it may present a picture of simpering artificiality, but as used in this book it signifies the behavior which reflects consideration of and interest in others. This behavior is controlled entirely by the habits which are formed and followed instinctively.

HABIT FORMATION THE FUNDAMENTAL LAW

The psychological law on which we base all child training before reason comes into play, is the law of habit formation; and when we realize

the invariability of this law we learn to persist quietly in its practice even in the face of resistance. Though it may seem impossible to some disheartened parents, proper behavior can be taught, even though it may often mean harder work and a more rigorous régime and require more patience than the teaching of an academic subject. For just as any normal child can learn to read, he can learn to deport himself properly, and it is during childhood that he must form correct habits and learn the fundamentals of real courtesy. Reading, writing and arithmetic can be mastered by the adult mind, but ease of manner and the niceties of behavior are rarely acquired later in life. It is said that a child's mind develops more in the first year of his life than in any other subsequent year; so it is well to assume that even the very little baby is sensitive to the world about him. Our training in proper deportment, therefore, should begin with a firm but gentle hand in the very first months of his life.

EACH CHILD MUST BE STUDIED INDIVIDUALLY

Not every child will acquire good manners in exactly the same way. Some children will take a long time to learn what other children learn

quickly. Some children will respond to one method of treatment, others to another. Remember, each child is an individual who has to be studied for his own sake. Just as ways and means for best teaching a child health habits, brushing his teeth, washing his hands, have to be adapted to suit each child, in the same way parents and teachers must find out for themselves certain tricks and methods for inculcating good manners in each individual.

There are, however, a few fundamental rules to follow in teaching all habits to children. These rules have been developed as the result of long and careful study of the various methods of habit formation in children.

RULE I: START EARLY

The mother, even before the little one is born, should visualize a well disciplined, sensibly brought up infant. There is not an expectant mother who has not this ideal, we are sure, but she does not always realize how much her own state of mind has to do with bringing about the proper results.

The young child learns to form habits quicker than does the adolescent. The thing to do is

to teach a child a desirable habit before he has had time to learn the opposite undesirable one. It is far harder to unlearn one bad habit and learn a new desirable one than it is to start fresh and learn the desirable one from the beginning. Try to teach a child of 5 to say please when he wants something, if he has never been taught to do so, but has always been allowed to cry and scream till he obtained the object he wanted. You will find a very hard task before you. On the other hand, take a baby who is just learning to talk and teach him to say please whenever he asks for something. Your task will be far easier.

RULE 2. REPETITION MAKES PERFECT

We all know this rule very well in things we learn ourselves. The more we practice on a typewriter, the quicker and more accurately our fingers fly. At the end of a few weeks of practice we hit the keys almost unconsciously. We can write the phrase "with reference to your letter" without thinking of what we are doing, while at the very start we had to think every time we hit a letter.

The same rule holds true for young children. A baby becomes more and more expert in hand-

ling a spoon each day that he is allowed to feed himself. The child becomes more and more skilled in good manners the more he practices them. After awhile he no longer needs to be reminded to stand up when an older person comes into the room, nor to offer his chair to a guest. He does so of his own accord, almost automatically. What we want to do is to teach good manners to children by having them constantly practice them, so that the manners become a part of their regular behavior.

RULE 3. REWARD OR SATISFACTION

This is all important in habit formation. Repetition does not make perfect if what the child does leads to an unpleasant result for him. If we take the supper plate away from a little girl who is playing with her food, she will not be pleased. If we take her food away each time she does the same thing, she quickly realizes that playing with her food does not bring her satisfaction, but rather deprives her of food. Her desire to play with the food will decrease more and more. On the other hand, we should create a feeling of satisfaction when she eats her food without playing. She will be pleased if she is not deprived of her food. She will have pleasure if she is praised

at the end of the meal, if she is told that she has eaten like a grown-up.

The little boy who has learned to stand up when his elders come into the room, has done so because he found some pleasure in so doing. He has seen his father and the older boys stand up and he likes to do as they do. Or he may realize that it gives his mother pleasure to have him stand up when her friends come to call. She considers him a great big boy. He would not like to have her think him a baby.

Satisfaction must accompany an act, so that it will be repeated over and over until it becomes a habit. When a good habit is definitely acquired, the satisfaction does not need to be conscious any more. The act is done automatically.

RULE 4. BE CONSISTENT

It is a curious fact but a true one that young children and even babies are very sensitive to and appreciative of consistent behavior on the part of their parent or whoever is in charge of them. Just as a child is much healthier physically when leading a routine life, regular meals, regular sleep, so is his behavior much more normal if he is taught always to practice certain habits. A mother who lets her child handle a china vase one

day because she is busy and cannot be bothered telling him not to touch it, but on the next day severely scolds him for the same thing, is not very effective in her training.

If we want to teach good manners we must be sure that we are consistent in our methods. If we are teaching a boy of six to take his hat off when he comes into the house, he should be made to take it off each and every time he comes in, not only sometimes when we remember.

If we tell him one thing one day and another thing another day, he soon loses confidence in us and will not be willing to accept our suggestions as to how he should behave. The child's *attitude* toward us is what we need to develop. If he has respect for us, Rule three, the Rule of Satisfaction, works the more readily, for he practices what we tell him with satisfaction because he is eager to please the one he admires and respects.

Then also, there should be consistency throughout the household. There should be concerted action on the part of both parents. Nothing so undermines the discipline and clogs the machinery of a home as when a child knows that he can appeal from the judgment of one parent to that of another. Parents to keep the proper authority must never disagree before their children. It nullifies their influence.

EFFECT OF ENVIRONMENT

To the assertion frequently made by the discouraged parents of an unmannerly child "He was just born that way," we should reply that while some children are born with a gentler disposition than others, parents shirk their responsibility when they blame bad manners wholly on a child's inherent qualities. For after all it is chiefly home environment which is reflected in the conduct of the average child. Look at the case of Johnny, a bright little boy of 4, who invariably said "Aw shut up" every time a friendly neighbor who met him in the street inquired about his welfare. Johnny was not a disagreeable boy, for he had a sunny disposition, but every time he spoke in his father's presence he was told to shut up. He was like a mirror, reflecting what comes to it.

Rarely do we see a polite child whose environment is rough and rude. Yet, how is it, then, that so often a rude and overbearing child comes from the gentlest of homes? This discrepancy between what a child is and what he should be is traceable to two main major causes. The first of these is carelessness in the parents' own manners and speech. It is futile to demand of the child courtesies which the adults are too heedless to practice

themselves. The second cause is an unbalanced love, where over-fond parents hesitate to interfere with their child's freedom of expression or thwart his untutored desires, but indulge his every whim.

A child must learn that his parents are not teaching him "company manners." He should feel that good manners must be practiced at home, as well as abroad. We can succeed in implanting this idea only if we never fall from grace ourselves and do not deny our own family the graciousness which we show to strangers.

FORMATION OF HEALTH HABITS

Teachers as well as parents must cultivate a new perspective, and the effect of children's health habits on their behavior must be understood as well as the effects of moral training and environment. They must know how important it is for a child of five or six to sleep twelve hours out of the twenty-four, and that a pupil who does not have sufficient sleep has less ability to learn. Other health habits have a similar effect on a child's power of concentration and on his personality. Proper diet, fresh air, exercise—all these influence behavior. A weak or unhealthy child is not normal and is rarely able to practice normal courtesies.

CHAPTER III

TRAINING FOR INTELLIGENT OBEDIENCE

We cannot set an example for children or tell them what to do unless they are ready and willing to accept our instructions and obey. In all matters of child training, including the teaching of good manners and proper behavior, parents often wonder how much obedience they should demand of their children—whether they should exact absolute obedience, never letting a slip go by, or whether they should at times be lenient.

IMPLICIT OBEDIENCE DOES NOT BUILD CHARACTER

Obedience in itself does not make for character building. Children may obey but the *desire* for improving their behavior may not be present, so that once away from their parents' immediate jurisdiction, they revert to the conduct for which they have been reprimanded. We see this attitude in children very frequently, as in the case of Elizabeth, who, in her mother's presence, obeyed implicitly the directions about eating her cereal

with a spoon, but who could never resist the temptation, when she was sure her mother was not looking, of lapping up her cereal with her tongue. She had no desire to improve her table manners. The only reason she ate correctly was that she was afraid of disobeying her mother, and the training had no effect whatever in correcting unmannerly habits that she followed when there was no chance of her being caught.

Parents and teachers have diversified ideas about authority and on the question of exacting obedience. Complete domination and implicit obedience often suppress initiative in children while total freedom is almost sure to have the opposite effect, bringing about unruliness and thoughtlessness of others. Therefore the middle path seems to be the safest one to pursue. Children should be encouraged to do as much for themselves as possible thus at the same time learning self-discipline.

SELF-CONTROL

The underlying characteristic needed to develop good behavior is self-control. "Every bit of the regulation of a child's life should be aimed at the development of the power of self-discipline."[1]

[1] Child's Nature and His Needs—See Bibliography.

Parents are often tempted to lay down rules autocratically without appealing to the child's own will-power.

Little Betsy showed us her hands with great glee. Ten little white nails! The last time we had seen her the nails were chewed to the quick.

"How did you do it, Betsy?" we asked.

Her older sister piped up before Betsy had time to explain "By using self-control."

The parents had tried liquid aloes which she licked off, and many other unsuccessful devices. But finally the appeal to her own self with a promise of a reward succeeded.

Quick temper, impatience and sullenness are bad manners, and early signs of such reactions should be taken seriously. Peremptory commands will not cure these habits but the practice of self-restraint will.

MORAL TRAINING

In developing good manners ethical ideals are of unquestioned value. Moral and religious training, with definite ideas of service, appeal very much to youngsters and they should have the opportunity for such instruction. Only upon such a basis can be reared the superstructure of sincerely courteous behavior.

SELF-DISCIPLINE AND POISE

Poise is a characteristic that is generally admired. It is dependent somewhat on temperament but seems to us more a crown of properly balanced training. It betokens thoughtfulness, adequate knowledge of proper deportment and self-command. Give your children an opportunity to measure up to this attractive ideal.

Children's sense of fun sometimes will carry them away and they may forget while laughing that they are offending. We remember very guiltily a happening of our early childhood. We were studying German and our fond parents heard that a famous German company of players had come to town and were to play "Julius Cæsar." We had seen Edwin Booth in this part and as part of our education to aid us in our pronunciation of the German language we were taken to see this foreign interpretation of Shakespeare's play. We were only ten and somehow when the rotund, beer barrel shapes of the mob dressed in Roman togas collected about Marc Antony, our funny bone was so tickled that we could not control our laughter. This became almost continuous as the play progressed, for the would-be Romans seemed to us more and more Teutonic

and the familiar phrases translated into German assumed more and more comic sounds. Our laughter became fairly hysterical until we were rudely shocked by the repeated hissing of our neighbors. We suddenly saw the hundreds of eyes turned in our direction. Our humiliation was extreme, and after that we had no trouble in controlling ourselves even though we were bursting with merriment. Ridicule is unkind and therefore rude, and children must be taught this very definitely.

Sometimes when children first hear a foreigner speaking English they find it difficult to control their laughter. Strange pronunciations are frequently humorous and have been made much of on the comic stage, but it is an important lesson and perhaps the first one to teach our children in "foreign relations" that they should never ridicule an alien's attempt to talk our language. Explain to them how queer our way of speaking a foreign language would sound. Many useful lessons are learned in a study of the customs and activities in which various nationalities excel. For such training the posters of the Child Welfare Association are very useful.[1]

[1] National Child Welfare Association, 70 Fifth Avenue, New York City.

OBEDIENCE BASED ON UNDERSTANDING

Obedience is important but it should be based on understanding of the reasons for obedience and from this can be built the self-discipline and control that insure lasting courtesy.

No sharp commands could force children to stop laughing at unusual people and happenings. But if they understand and respect all that is beautiful and helpful in others they can control themselves.

For instance, a tired father reading or working, asks mother to keep the children quiet. Mother says "Children, please keep quiet." This suffices for a few minutes but they forget and soon are as noisy as before. The father becomes impatient and insists upon sending them off to bed because "they had disobeyed."

Does such treatment build character? Will the children remember next time, and if they do what is their attitude towards the father? Would it not have been better if the mother had taken the children aside, explained to them their father's fatigue or occupation, and built the proper attitude towards his demand for quiet?

Implicit obedience is a great convenience for the parent, but one should beware that it is built not upon fear, but upon a real respect for the

parent's authority and a dependence on the parent's fairness and impartiality. Children respond easily to just demands. It is not fair to keep them in ignorance of the reasons for the demands made on them, if we expect them to build lasting good habits. However, it is well to create the habit of obedience first and explain after the child has done as he has been told. This is especially important with the youngster who is inclined to argue back. Never let this habit get a real start by allowing commands to be argued about. When the child has learned that there is always a good reason for the parents' commands, he will obey promptly but obey with understanding.

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CHAPTER IV

PUNISHMENTS

PUNISHMENTS LIKE MEDICINE

It is well to think of punishment as a medicine. Castor Oil is not taken to build up bone and muscle, to cause the body to grow. It is given when there is a disturbance in the proper functioning of the normal processes of digestion. Punishing a child should be considered in the same way. It should be administered on certain occasions when the child has decidedly erred in his behavior; otherwise it is harmful to healthy, normal development. A child thrives on wholesome food, fresh milk, bread and green vegetables, and on wholesome companionships and outlets for his energies; not on castor oil and whippings.

PUNISHMENTS SHOULD BE INFREQUENT

Punishments should be dealt out infrequently for another reason. The rule of habit formation, that practice makes perfect, holds true in the case of punishment. Practice perfects the habit of indifference to reproof. To a child whose mother

nags him the whole day, the reproofs have long since ceased to be effective. He learns to turn a deaf ear to "Johnny, don't do that." "Johnny, stop at once." "Johnny, you are a naughty boy," and is impervious to frequent shakings, slappings or hair pullings. The procedure becomes so habitual that Johnny ceases to consider it anything more than part of the daily routine.

We are attracted by sudden and unusual things. We are unconscious of the occurrence to which we become thoroughly accustomed. Punishments, no matter how mild, should be infrequent enough to make the child "sit up and take notice" when they are administered.

PUNISHMENT SHOULD CAUSE DISSATISFACTION

The rule of satisfaction applies in a negative sense to punishment. Just as we saw in our General Rules that pleasure in connection with an act makes us want to repeat that act, so displeasure in connection with an act makes us want to avoid its repetition. If Mary is not allowed to have dessert because she deliberately upset her glass of milk, she will think twice before she upsets it in future. She will remember that so doing produces nothing but the unsatisfactory result of no dessert.

There are two dangers to watch for at this point. We must be sure, first, that the punishment acts as a real deterrent; and, second, that the punishment does not create in the child's mind an unwholesome attitude toward his parents.

SUIT PUNISHMENT TO OFFENSE

Punishment is not a real deterrent if a child is punished ruthlessly or unwisely. His dissatisfaction will have nothing to do in his mind with his misdemeanor; he will be concerned only with the actual punishment itself. The next time he is tempted to do the thing for which he was punished, he will see that he does it in the neighbor's yard where his father or mother cannot see him. In short, he will see to it that he is not caught. This situation does not make for character building; all it does is to build up the fear of being caught. Punishment is always most effective when the child is convinced he is being rightly corrected, that the punishment is suited to the offense.

ATTITUDE CREATED TOWARDS PARENTS

The second danger to consider is the attitude created by the punishment. A child is not a passive object. Whether he submits to the punish-

ment or makes a struggle against it, his mind is working. He forms attitudes, likes and dislikes. If a mother is soft hearted, a child may continue to do what he knows is wrong because he knows his mother will not be severe and he can take advantage of her indulgence. Or again, if a father is very severe, is never a true companion to his son, and punishes him bitterly, the boy may slowly develop such an attitude of resentment towards his father that he will constantly avoid him and shrink from him, or even run away from home.

Parents must ever recognize this fact, that attitudes toward people are part of the child's mental equipment as well as they are a part of the adult's. Punishments are effective only in that they help children to realize that they have done wrong, and develop in them the attitude of respect for the authority of their parents with a recognition of the fact that their parents are older and wiser than they. Punishment should inspire in a child the desire to please his parents in the future by not repeating what he has just done.

ATTITUDE TOWARD OTHER CHILDREN

We also see an unwholesome attitude toward other children created in a child if he is punished

in a manner that makes him seem inferior to them. Jealousy is very easily aroused in this way. One little boy showed very bad manners when his young sister was around. He would snatch and grab things from her. The reason for this behavior was that whenever he was punished he was compared unfavorably to his sister. The sister was praised and was given what the little boy had been deprived of. His punishments did him no good for they only enhanced his jealousy of and antagonism towards his sister. Punishment should make a child feel sorry if he has hurt his brother or sister in any way, but it should not make him hate them.

CONSISTENCY IN PUNISHMENT

Our fourth rule of habit formation—to be consistent—must be followed in punishing a child. There is nothing so ineffective as intermittent authority. If our youngster is punished one day for gobbling his food, allowed to gobble the next day, punished again on the third, he will not know what is expected of him. If he is not always reprimanded for doing something wrong, he will have a desire to take a chance. He will think, "Maybe this time I can get away with it."

USELESS THREATS

Threatening to punish without following it up if a child continues to disobey, is of no value in child training. A child quickly learns that mere threats from his parents have no meaning. It is well to live up to what you have previously threatened to do.

CORPORAL PUNISHMENT

Hasty slaps and spankings do not often bring about desired results. It may seem the only way to teach certain lessons, but it usually ends in a child learning by example to hit at anything whether animate or inanimate. We always suspect a child's early training when we see him hitting at his toys, or slapping a pet cat. Depriving a child of something he desires, or some treat he expected, builds a better attitude.

IGNORE SOME ACTS

Ignoring a deliberate naughty act, if it is not of too serious a nature, is often more effective than a specific punishment. A child knows that by doing something he has been often forbidden

to do he will become the center of attention. This is particularly true at the dinner table. A child may make all kinds of gurgling noises while drinking a glass of water, for he is pretty sure his mother will make a scene. He loves a scene, especially if a visitor is present, for then all eyes will be turned toward him. If his mother pays no attention to him, he will soon become discouraged.

PUNISHMENT SHOULD BE CREATIVE

Always remember that punishment should be creative. A certain amount of punishment is necessary in child training, but be sure it is effective, that it is helping to build up the child's character. If it does not create in him a real desire to cease from wrong doing, it is valueless.

SECTION II

DEVELOPING A SENSE OF SOCIAL RESPONSIBILITIES

CHAPTER V

BABIES' MANNERS

INCULCATE DESIRABLE HABITS

The mother, in the first years of a baby's life, should realize that there is a complete inventory of desirable habits to be learned. These can be roughly classified into five groups:[1]

1. Health Habits (such as cleanliness)
2. Personal Habits (obedience)
3. Social-Moral Habits (such as saying "please")
4. Intellectual Habits (perform errands satisfactorily)
5. Motor Skill Habits (putting things in their proper places)

One can readily see that though all the attributes under each heading cannot be called manners, some from each list are distinctly that—and these are as important for the child's own character as for the further object of making him an agreeable companion and a desirable citizen. The teaching

[1] Teachers' College Bulletin: A Tentative Inventory of Habits, Fourteenth Series, No. 4.

of specific courtesies can be started and should be started in early infancy.

LEARNING TO SAY "THANK YOU"

The use of "Ta ta" before a child can pronounce "Thank you" seems to carry with it the weight of custom and tradition, and a child well under a year learns to say this when handed anything. "Ta ta" slips over into "Thank you" as soon as he can talk. It is a good habit, with which to begin. The grateful, appreciative attitude can be developed if the parents are always careful to say "Thank you," and "Please." It is a good plan to exaggerate these expressions, and in this indirect way suggest the same response to the child. "Excuse me," and "Good morning," "Good night" and "Good-by" may all be taught in the second year, and we believe that the best method is the parents' constant use of the expressions to each other and to the child. We are so prone to forget these little amenities amidst the informality of the home and then we wonder at the difficulty we have in teaching directly such simple politeness. It is a commentary on our laxity in this direction that there is a rather general feeling among foreigners who visit us that our children are not given to these ordinary courtesies.

We expect too much of our young children if we believe that we can teach these manners consciously and directly. Their charm is when they are performed automatically and constantly in the home as well as out of it.

BABY SHOULD BE LET ALONE

The modern mother has learned the lesson that her baby must be left to play by himself. Put in a pen or any other safe place, he is given some harmless toy and, within the restrictions of his permitted environment, he is allowed the utter freedom that is the best thing for his development. Gone are the days when Mother rocked the cradle, or Father dangled the baby on his knee. We have learned that the nursery atmosphere is best for the child, away from the exciting stimulation of the adult, who is always seeking new ways to make the baby chuckle.

Even the very tiny infant should be left to itself. Do not "fuss" over him constantly. Your baby cries. You pick him up. The next time he cries you think you will not pick him up, but he cries and cries more desperately, and you pick him up again. Then he begins to associate the two ideas, and before you know it you have an infant making imperious demands on your sympa-

thies and time. You must be wary of letting him acquire the habit of crying to be picked up. Changing an infant's position will usually suffice.

SIMPLE HEALTH HABITS

At about two years of age the proper use of a handkerchief can be taught. Never let your child pick his nose with his fingers. Washing the hands before meals and washing them after going to the toilet belong in the category of health habits, but that does not preclude them from being considered good manners. We know of one little child of fifteen months who on getting down from the table walks at once to the wash basin and stands there waiting for her teeth to be brushed.

A child of two can be taught to put its hand over its mouth when it coughs, sneezes or yawns —this is a routine health precaution in our days, but it is surprising to see how many adults still cough without protecting their mouths. The scientific knowledge of this generation dictates better manners.

GUARD AGAINST JEALOUSY

We saw a curly headed cherub of three kick her baby sister of nine months as she crawled on the floor. Her thoughtless parents laughed, much

amused by this exhibition of jealousy, a feeling which they told us the elder child had shown from the moment the younger one was born. Diverting as such freedom of expression may appear to the thoughtless parent, if encouraged it will spell disaster. No parent who has given real study to the childish mind would let such an exhibition of primordial selfishness go unchecked.

An ignorant nurse may easily bring about jealousy by saying to a child, "If you don't behave I shall go and look after little John," (a neighbor's child). Whereupon there are howls and temporary obedience, but this is certainly not a lesson in good manners.

WHINING BABIES

A squalling, loud voiced child betrays his home environment. From the first we should speak to him in quiet tones and answer him only when he asks a courteous, soft-voiced question. Never concede anything to a crying or whining child, for it will develop into a game in which he increasingly holds the trump card.

REPROOFS

From the beginning corrections should be made in a firm, serious tone, and never in one that dis-

plays aggravation or temper. We cannot expect to instill self-control if we lack it ourselves. A baby understands what we are saying to him long before he has learned to talk.

We believe, too, that even in talking to babies we should try to convey a definite meaning in the use of words, never saying "naughty baby" or uttering a reproof in dulcet, endearing tones.

CHAPTER VI

TABLE MANNERS FOR BABIES

BEGIN WITH FIRST MEAL

Lessons in table manners should begin with the very first meal at which a spoon is held. A child can be taught at twelve months to drink out of a cup and begin to grasp a short spoon and feed itself slowly and daintily, and after two years can be graduated to holding a longer spoon and even a fork by the forefinger and thumb, much as we hold a lead pencil. Be sure the grasping habit is not continued too long. If too long ingrained it is difficult to break. Often parents are lazy about teaching children to feed themselves and continue to feed them, keeping them the center of adult attention, unskilled and dependent.

Children very quickly learn that meal time is "their special time," when older people administer to them, and they also learn readily that meal time is most opportune for making demands, a time when they can become veritable tyrants. They dawdle over their food, express strong likes and dislikes, refuse food placed before them, or

ask for something else, and often eat only when bribed. One little girl of five would not eat her cereal unless two pieces of candy were put on the mantelpiece where she could see them, for only then did she feel sure that the candy would be available when she had finished her meal. Another child could be made to eat only when she was coaxed with each mouthful, one mouthful for each member of the family. Other children will eat only when read to, when the talking machine is playing, or when something else is done for them. The normal, healthy child should not be the center of attention when he is eating, but if he is allowed to remain the chief attraction he learns to enjoy it and soon knows how to proceed in order to attain his end.

NO QUESTIONS ASKED

The young child should not be questioned as to his likes and dislikes in food. The food that is good for him should be placed before him without comment. To be told that if he does not eat he will be punished, or if he does eat everything in front of him he will be duly rewarded, only makes him realize that meal time is a very important affair in his life, and it assumes undue proportions.

TRAINING TO FEED HIMSELF

The child who has learned to feed himself can be easily trained to consider meal time as part of the ordinary routine of his daily life. He will try all kinds of tricks to get attention, but if treated with indifference he will eat without fussing. If at the end of twenty to thirty minutes, the young child has not eaten his food but is still fooling with it, the dish should be quietly taken away. It does not hurt the healthy child to go hungry for a while. At his next meal, he will be so thoroughly hungry that he will be perfectly willing to eat. He is then well on the road to learning that at meal time his fussing about food will do him no good. If a parent can carry out this plan consistently, and not worry too much about having the child go hungry for a meal or two, proper habits and good manners can easily be acquired.

This method can be applied in teaching the small baby and the run-about of sixteen months to two years to eat by himself. At twelve months the baby can learn to hold a cup with both hands and may use a spoon. He spills a good deal at first, but after he has learned to get the food to his mouth successfully, the less he is helped the quicker he learns. At eighteen months most chil-

dren can use a spoon without much spilling. One baby of sixteen months was left to feed herself. At the end of half an hour she had not finished eating, so her plate was taken away. At supper time she was so hungry that she ate with much greater efficiency. In that short time she had really learned to eat. After a few more days of practice in learning to co-ordinate the muscles of her arm and hand, she ate as well as a two-year old child.

NOISY TRICKS

The little savage, when first learning to eat a soft cereal, will often proudly suck it off the spoon and gurgle with delight over the accomplishment, enjoying especially the fascinating noise. This may be cunning in the beginning, but beware of the obstinacy of the habit. The same can be said about noise in drinking. When not very thirsty a child will take great pleasure in making various noises while drinking water or milk. But the parents must ever bear in mind that the noises while drinking are often made to draw their attention and not made just for fun in itself. Discrimination has to be used in breaking children of bad habits. If left alone, some children will stop gurgling, and making other noises when eating or

drinking. At other times, they will stop when told not to do so.

TEACH PATIENTLY

Often a child has to be taught to chew; and remember, this is as important for his health as it is for his manners. Many grown-ups gulp down their food as if they had no teeth. Can this habit be traced back to early babyhood? To be sure, it takes much patience to teach a child not to spill his food, but it can be done, and minutes spent over the first meals will save much time and trouble later on.

HANDLING FOOD

A child must be taught not to handle food. If bread or cake is passed to him, he must not take up a piece and put it back, choosing another. He should not spill crumbs and make his place at table look as if he had been playing in a sand pile. Do not let him handle the silver and clink it while waiting to be served. If he is in a home where the napkins are kept for several meals, he should learn to fold his napkin properly and if rings are used, to put it away neatly.

Soaking bread or cake in milk before eating it

is not good manners. Though we want our children to enjoy the food they have been served, it is bad form to allow them to scrape their plates or use a piece of bread to wipe up some remaining gravy. Never let them dislodge food from between their teeth with their fingers. They must learn to stand the discomfort till they can have recourse to their tooth brush, or if a tooth pick is necessary, it must never under any circumstances be used at the table. Unfortunately this trick is seen in some countries, but it is certainly unattractive.

IMPORTANT FIRST MANNERS

If we were asked to list the most important table manners for very young children, we should say first "No talking unless spoken to." Children eat more than adults and need more, and the little runabout should learn to eat slowly and chew properly. This cannot be done if they keep up a constant chatter, to say nothing of the consequent discomfort to the adults present. Second, he should learn to chew with his mouth shut. Third, he should break his bread into small pieces before buttering. Fourth, he should eat his soup quietly from the side of the spoon. Fifth, he should learn to serve himself from the platter and vegetable

dish without diving into them as if he were shovelling coal, and he should not use his knife as if it were a saw. Sixth, he should learn that a second helping is no crime and not to pile his plate to overflowing the first time round.

This sixth bad habit is often the fault of the youngest of the family who is accustomed to being served last and feels he has a right to all that is left. Young Jimmy had developed this habit and when he was visiting for dinner, being a guest he was served first and without thinking he dove in and nearly emptied the dishes, much to the embarrassment of his hostess. There was not enough food to go around adequately as the result of his thoughtlessness.

CHAPTER VII

TABLE MANNERS FOR OLDER CHILDREN

If parents become aware that their half grown children are unmannerly at table and that they have failed to train them at an early age, they must double their efforts for this is their last chance. Children who have failed to receive proper instruction at home before the adolescent age go out into the world with a real handicap. At this age the habit of correct table manners must be made a definite study. List the faults you observe in your youngster and try to stimulate a real desire to overcome them. Remember not to correct the child at table, but note very carefully all efforts made in the right direction and be sure to emphasize them and praise them when calling attention to his delinquencies.

Children who are sent away to school often return with certain improved ideas of behavior, but usually with table manners impaired, due no doubt to the rush of school meals, the lack of personal checking up and the example of other careless children.

USING THE KNIFE AND FORK

Children are often lazy about using a knife and try to use their forks with a see-saw motion frequently joggling the whole table. We have been often puzzled by this aversion to the knife and have discovered that most children after using the knife put it down and change the fork over to the right hand, whereas they could be taught, when they are using a knife, to keep the fork in the left hand and eat their meat and vegetables together, using the fork in the same position as when holding the meat to cut it. A person who acquires this habit eats much more daintily and is not tempted to scrape the plate as is likely to be done if the fork is held in the right hand and used as if it were a spoon.

THE SPOON

It is easy also to offend with the spoon. Children are apt to fill it too full with a liquid or a cereal and it drips on its way to the mouth, leaving a sad trail. They are also prone to insert the spoon far back into the mouth which is not necessary and certainly is unattractive. When eating soup, they should learn to take it from the side of the spoon quietly and never draw in the breath, or make a hissing sound or smack their

lips. A child must learn that he should not use his individual spoon to dip into the serving dishes and never to crook the elbow with either a spoon or a fork so as to bring them opposite to the mouth at right angles. They should be raised to the mouth so that they are nearly parallel with it.

FINGERS AND ELBOWS

One of the struggles we have with children is to teach them to remove fish bones and the pits of fruit from their mouths gracefully. The most inconspicuous way is to push the bone or stone well forward with the tongue, gently remove it with the forefinger and thumb, and place it at the side of the plate. Prune pits and watermelon seeds easily slip into the spoon held very close to the lips and are then placed noiselessly on the edge of the plate. Children often have a great desire to pick the chicken bones or chop bones by taking them up into the hand. At picnics it is allowable, but one sees such disastrous results when children are permitted to make a habit of this at home that it seems wiser not to allow it.

It is permissible to eat asparagus, potato chips and corn on the cob with the fingers. At the table it is preferable to peel fruit like apples, peaches

and pears before eating, for otherwise the skins cannot be disposed of very attractively.

"Are we ever going to be able to teach our children not to put their elbows on the table, not to lean on their forearms and shovel in the food without lifting the right arm?"—is a question many mothers ask. This trick starts when children's chairs are too low and they cannot physically manage otherwise. Another unseemly performance is leaning the elbow on the table and holding the drinking glass that way.

Another disturbing habit that should be discouraged is squirming or wriggling during meals. Though it is more attractive never to tip a soup plate, if it is done the child should be taught to tip the plate away from him.

WIPING THE MOUTH

Some children seem to dread using a napkin and go through a meal with butter dripping down their chins and pieces of food lodged in the corners of their mouths. Napkins are in use for a purpose and a corner should be used to keep the chin dry.

Children while still using bibs can be taught to wipe their lips carefully and to swallow the food in their mouths before drinking. They should not

throw back their heads and tip the glass as if their lives depended on getting the last drop. They should not look through the glass nor over the top while drinking. Never let your children acquire the habit of rinsing their mouths or gargling them when they drink. When they have finished drinking, they should use their bibs or napkins again to wipe their mouths. We caught one little fellow wiping his fingers on the table cloth instead of on his napkin.

HUNGRY CHILDREN AND "CHOOSEY" CHILDREN

Hungry children are apt to show impatience to be served, and as they must often wait to be the last, one can sympathize with them. But here is a very definite opportunity for them to practice self-control, which should always be included in instructions in table manners.

A child must be taught that it is ill-mannered, when there is a choice of food, to pick over everything in the plate in order to get the largest or choicest piece for himself.

VISITING MANNERS

Children should learn that when taking a meal in a friend's house they should always wait for

their hostess to begin eating before they do. This is such a common custom that in many houses the hostess is always served first. Probably all of us have had thoughtless young guests whose plates were entirely emptied before we had begun to eat. It is the custom in this country where a meat and several vegetables are served at one time that the meat is usually passed first, so that one is required to wait to eat the meat till all the vegetables are served. This is not always desirable, however, for many people prefer to eat the meat while it is hot, and if there is quite a tableful and slow service, the person served last often has an unpalatable meal. That seems to be the logical reason for the hostess to be served first. The others then can take their choice about when to begin to eat.

Children visiting must not ask anything of a maid if there is one, but all requests for more food or any service must go through the hostess. Don't let your children acquire the trick of holding a sugar bowl or salt cellar in their hands while serving themselves. This seems to be a custom in schools where the children pass things from one to another but should never have the sanction of usage in a private home.

In a house where no maids are kept, a child can be most useful in learning to help serve gracefully

at the table, remembering to pass the dishes of food on the left side of each person and not to cross the arm in front of a person to remove anything from the table on the farther side.

TALKATIVE CHILDREN

Again let us urge parents to train their children not to do the talking at meals, as it invariably interferes with their proper eating. If the children are not allowed to assume the brunt of the conversation it behooves the parents to make their talk interesting, and parents who make a point of it can give much indirect instruction by telling anecdotes, relating experiences, and discussing tales they have read. Never bring up matters of correction at table nor allow your children to bring complaints to the table. It is easy to become careless in this matter and we have known mothers who tell the father of the family all the children's wrong doings during the day. He, poor man, is tired and ready for a peaceful meal. The child, in awe of the father's judgment, is uncomfortable and will probably not digest his food. So for the sake of happiness and health let us remember to keep our table talk on a constructive, joyous plane.

THE WHY OF GOOD TABLE MANNERS

It seems to us that with older children explanations for some of our definite rules are in order: for instance, that elbows on the table interfere with other people's comfort, that jarring or shaking the table and reaching to help themselves disturbs others. Children must be encouraged to keep their hands in their laps when not eating, and drumming on the table or handling the silver when not eating is a temptation to a restless youngster and of course is bad manners. It seems to us in emphasizing these "Don'ts" the reason at the basis is one that appeals to most children and should be emphasized. We were taught as children that we should always leave something in the platter or serving dish for "Mrs. Manners," and so learned that it was not polite to take the last piece or scoop up the last remnant on a platter. We were also told that Mrs. Manners was the sister-in-law of Santa Claus and we children visualized her as a real person, detailing to Santa Claus any delinquencies on our part!

EATING HEALTHFULLY

Late hours for young children are too often the rule, and in homes where there is no maid the

machinery of the house seems to run smoothly if all meals are served at one time. For example it would seem wiser, if the father of the family returns only in time to take his evening meal at 6:30, for the young children under eight to have a simple cereal supper at 5:30. If they must rise by 6:30 or seven in the morning, they should go to bed early enough to get twelve hours' sleep. The mother who may feel that such an arrangement gives her extra work will be thoroughly compensated by having well rested children, who may be dealt with more easily than cross, tired youngsters. In this connection, remember that a rest period during the day should be preserved well up to adolescence if possible. This is practicable only if there is no afternoon session of school, for the logical time for such relaxation is after the noon-time meal. If the child is not inclined to sleep, he should rest with his feet up on the bed or sofa, and may read with proper light over his shoulder.

A child should not eat between meals, and it is important to maintain a sane attitude towards candy eating. His stomach should have a rest from the digestive process for at least several hours after each meal. The digestion of many children is ruined by the over-eating of sweets,

and irritability is often a consequence. Parents dislike to deny their children things that other children are allowed, but firmness of this sort will be a kindness in the end.

We are dwelling on these health suggestions simply to emphasize the fact that proper behavior can be expected only from the normal, healthy child. Enough sleep and proper food and fresh air are the foundation of a fine physical equipment.

As the things to be done or not to be done are enumerated, the number rather staggers us, and we say, "Poor children, their lives will be made miserable by having to learn so much." But practically all these little niceties are picked up automatically if we remember to practice them ourselves and do not forget the imitative little humans with whom we are dealing.

There are many more don'ts under the heading of table manners, but we have tried to enumerate the most obvious ones. There isn't a child, however, who will not invent some new and obnoxious little habit of his own which should be suppressed as quickly as possible.

Offensive table manners invite unfavorable estimate and have very often been a real set back to a person's career. It is much more difficult to

overcome bad habits than it is to develop good ones, and parents cannot hesitate to do their utmost when they realize the importance of the issue and their responsibility in the matter.

CHAPTER VIII

THE SOCIAL AMENITIES

"At what age can John assume social responsibilities?" is a question that arises as our youngsters approach adolescence. Answering invitations, expressing thanks for entertainment, little courtesies to girls and women, are important in social life and it is well to begin early so that they may become second nature in our growing boys and girls. It is when they are performed almost automatically and un-selfconsciously that they are most gracious and pleasant.

ANSWERING INVITATIONS

A mother of six children felt that her boy of 14 had reached the age when he could be depended on to assume some of the duties she had always undertaken, so when a very formal invitation came for a young people's dance in the Christmas holidays, this is the way he answered it,—from the heart, we might say!

Dear Mrs. ——

I cannot go to your party on December 17th and please don't send me any more invitations because I don't care for dances. . . .

His mother fortunately intercepted this before it was mailed and she had some trouble in explaining to him that politeness and social usage require certain forms of declination with an expression of regret.

Even if the invitation does not appeal to them, children can be taught that the thought of including them is a kindness and must be met by kindness. The attitude that is especially rampant among boys who act as if every invitation they do not care to accept is an insult should be discouraged. As young men are in such demand, especially at dancing parties, they are very often quite swamped by invitations and become easily blasé and spoiled. From the beginning parents should inculcate a feeling of appreciation for invitations and it will not be so difficult then to express pleasure at being invited and regret when not accepting.

BOYS' OBLIGATIONS AT PARTIES

When they are old enough to go to parties, young boys should be taught to feel their responsibility. By thoughtfulness and willingness to put themselves out a bit they can make a lagging affair "go." The exercise of a little unselfishness toward the less popular girls by all the boys at a

party would not fall heavily on the individual boy and certainly would lighten the burden of the hostess. No party is a really joyous one if only the very popular dancers whirl about and there is left an outer fringe of wall-flowers. We actually heard a boy refuse his hostess request to dance with a certain girl at a party not long ago. This is the very acme of bad manners. The fear of being "stuck" with a girl seems to obliterate any thought of obligation and it does suggest that a vast improvement could be made in some of the customs governing dancing parties. A group of boys especially designated as "ushers," who are responsible for introductions and for relieving each other by dancing with the girls who have fewer partners is one way that has met with great success in Boston. It makes parties more pleasurable affairs for everyone.

Boys should never leave a dancing partner standing alone, but should escort her to a seat, if possible to a group of friends.

The young male of today, when it comes to dances, believes the world revolves about him and he is often insufferably important. Mothers have a real task in helping their adolescent sons to keep the right perspective about themselves. Adolescence is a difficult age and it would be well

for puzzled parents to read some of the books that deal scientifically with this period.[1] From them we learn that we must have much sympathy with some of the absurdities manifested and realize that they are only temporary. In fiction there is no better description of the modern youth than can be found in "Seventeen" by Booth Tarkington, for through this sympathetic characterization we can see that this is the age when it is not so much the parents who are the guide of what to do, but that what the "other feller" does and what the "other feller" wears is all important. We smile and guide indirectly and wait for more mature independence.

GIRL'S OBLIGATIONS AT PARTIES

We have referred with emphasis to the responsibilities we want our sons to assume but we must not neglect the fact that girls too have their own special courtesies in the social field. A kindly attitude and willingness to share partners with other girls, the encouraging of boys to look after the less fortunate and more retiring girls, being fair and friendly and not becoming too wrapped up in their own pleasure, will help the atmosphere of any party.

[1] See Bibliography.

There are different customs in different localities that govern party giving, but we are simply trying to suggest the fundamental courtesies that will help to achieve the aim of every party—"pleasure for all."

SNUBBING

Children in their teens when at parties often find themselves in a group of which they may know only a certain number. They should learn to include the strangers in the conversation even though they have not been introduced. Ignoring or snubbing anyone is not good manners.

GREETING THE HOSTESS

Children should understand that they must not fail to greet their hostess on arriving at a party and must seek her out if she should not be right at hand. If older people attend a young people's party, it is nice for the boys to remember that older women like to be asked to dance. In these days when grandmothers do the light fantastic, even if they do not accept, they appreciate being asked. A hostess should always be asked and of course the daughters of the hostess must be the object of each boy's solicitous attention. It would be well if it were the unquestioned custom

here, as it is in France, for younger people to make a point of going up to all the older people they know at a party and greeting them. In France both the girls and the boys as well as the older group of young people do this at every kind of gathering. Each encouragement to respect older people builds a respectful attitude that is a sign of good breeding.

HOW TO SAY GOOD-BY AT PARTIES

Children are taught to thank their hostess for a pleasant time when saying good-by. Often one hears "But, mother, suppose I don't have a good time. What should I say?" One naturally does not want to teach untruthfulness and it seems to us that a child old enough to ask that question could be answered by the question "What would you say? You would not want to be unkind and tell anyone you had a horrid time, would you?" He can always thank his hostess for being invited and can be told that more than probably it will be his own fault if he does not enjoy himself. If you give others a good time you are bound to have a good time yourself!

THANK YOU NOTES

Do not fail to impress upon your children their duty in writing letters of thanks promptly. Un-

acknowledged gifts create irritation in the donor and belated gratitude is like eating food grown cold. Christmas time brings joy and excitement and school children often look upon writing letters of thanks as a school room task. There comes to mind a composition written by a boy away at boarding school where Sunday is usually home writing day. The subject was "A Perfect Day" and it began "Yesterday was Sunday. My mother and father visited me for the day, therefore, I did not have to indulge in the evil occupation of writing."

Indulgent parents often write their letters of thanks for their children, but this is wrong, though no doubt much the easiest way. If it is taken as a matter of course that it is the children's job, it will not be such a hardship.

RESTRAINT AND CHAPERONAGE

We are always glad to see the happy comradeship between boys and girls which seems more healthfully possible in this country than anywhere else in the world. But as our daughters mature it is just as well for them to appreciate that a certain restraint is most becoming and parents should never sanction the pursuit of the young male by the young female. It is not so apt to

occur in a household where the salutary influence of a brother prevents his sister from making herself conspicuous in the way of constant telephoning and reiterated invitations to boys.

Parents should insist on proper chaperonage. Many road houses and cabarets are no places for the young. A definite stand on this score will perhaps lead other careless parents to follow suit and there will be less hue and cry about our noisy, freedom loving youth.

We should be the last to suggest that the informality and freedom allowed our young people has ruined them and we believe that the present generation is more sincere and more trustworthy than the last, but we do believe that certain conventions must be strictly enforced. Until our girls are mature enough to be discriminating they should welcome the protection of a certain amount of chaperonage.

Young girls can have a great effect on the "tone" of their particular social group. Boys so often, if away from home as they often are, bring back strange notions and are apt to develop a rather egotistic attitude. Familiarity and "petting" are never good form and any behavior that tends to cheapen a girl should be avoided. The foundation for such restraint must be laid in early girlhood.

Girls have more and more succumbed to the habit of smoking, but this is so offensive to some people that good manners require that they should not indulge when visiting people who do not approve. We deplore the fact that so many of the *very young* have begun to smoke and feel it necessary to mention it in this book.

INTRODUCTIONS

A child who is introduced should not hold back but step forward, offer his hand, grasp firmly and not let his hand flop. A slight inclination of the head is natural. He should say "How do you do," looking directly at the person introduced, and use no other phrase such as "Pleased to meet you." Names should always be pronounced distinctly. If the child is seated he should rise when being introduced, although the girl in her teens need not rise when she is introduced to a boy of her own age. As she grows older she may remain seated when girls of her own age are presented and when young men are presented.

A girl is always presented to a matron, "Mrs. Starr, may I present Miss Grant," or "Mrs. Starr, allow me to present Miss Grant," or on not too formal occasions, "Mrs. Starr, Miss Grant." The rather natural and informal way

for a child to introduce anyone is to say "Miss Jones, do you know my mother?" or "Miss Jones, have you met my cousin, Ella Robinson?"

In introducing a boy to a girl: "Ethel" (or Miss Reid, depending on the age and whether the formal title is used) "may I present Robert" (or Mr. Forbes)" is perfectly correct.

Men and boys always shake hands when introduced to each other, but a girl need not shake hands when introduced to a boy, though she usually should shake hands when introduced to another girl. Boys should learn that they must never shake hands with gloves on and must quickly remove the right hand glove before so doing. Another thing a boy can learn is that after the first salutation in the street it is not necessary for him to keep his hat off while talking to a woman.

The proper forms for introductions if taught to your children will give them an ease in this matter that is hard to acquire later on. At a friend's house the other day, we found the young daughter of nine in the living room with a playmate, and after we had greeted her, she said "Mrs. Mead, this is my friend, Sarah Jones," and we were all friendly and at home. Introductions break down awkward barriers and should be encouraged. The woman's or older person's name

should always be mentioned first, as "Mrs. Starr, may I present Alfred Barnes." Never should children be allowed to acquire the unfortunate alternatives such as "Shake hands with Alfred Barnes" or "Mrs. Starr, meet my friend, Alfred Barnes."

Teach your children at an early age the sacredness of keeping engagements and keeping them punctually. Often a more alluring invitation arrives after a less attractive one has been accepted, but the discipline of keeping one's word is a wholesome lesson. There is no surer way to offend than putting off one friend in order to accept another's subsequent invitation.

HAT RAISING AND CHIVALRY

Definite rules for a boy to remember about hat raising are as follows: He should raise his hat:

1. When he enters a house, church, school, theatre or restaurant and in the elevator when ladies are present.
2. When he bows to a woman, a man or a girl.
3. When he offers some courtesy to a woman such as giving up his seat in a public conveyance.
4. When he separates from a woman or girl with whom he has been walking.

5. When someone offers a courtesy to a woman he is escorting such as the offer of a seat.

6. When he bows to a boy who is with girls he does not know.

Teach your boys to draw out the chair for their mother at the dining table or for a woman guest. Respect for womanhood and the chivalrous attitude should be ingrained early and no encouragement should be given boys to scoff at their sisters and ridicule them because they think it is funny to regard them as "silly girls." A frank explanation to the questioning boy about the functions of woman and motherhood is a sure way to build respect and appreciation, and we believe that straightforward information makes very clear to boys the reason why a chivalrous and protective attitude has become one of the signs of a well-bred man.

COURTESY TO EMPLOYEES

The importance of gracious manners to all employees should be taught all children. Whether it is the doting nurse or the useful general girl, the washerwoman who comes for the day or the farmhand or chauffeur, they are all human beings, and children readily understand this. Respect for their time off and the friendly greetings of

"good morning" and "good night," general interest in their well-being is quite usual in our democratic youngsters especially if the adult example is what it should be. When we see overbearing employers we wonder what sort of homes they came from,—certainly not from the gentle ones where thought for others prevailed.

All orders to employees should be courteous requests and children must learn that imperious demands are ill-bred and unbecoming. The child who apprehends that on certain days he cannot expect the services of his nurse or the sympathetic aid of a "general girl," acquires a useful lesson in thought for others.

Teach respect for all those who labor and toil and discourage any attitude of patronage toward people in a different social status.

CHAPTER IX

PROPER SPEECH

VOICES AND PRONUNCIATION

A discussion of voices and speech is not out of place in a book on good manners. It is difficult to believe that anyone is truly well-bred if his pronunciation is incorrect or slovenly, or if his voice is unpleasantly rasping. A person's voice and use of words often gives us the key to his past environment and training. It is important therefore that we send our children into the world with agreeable voices and manners of speech that stamp them immediately as well-bred.

Soft, low-pitched voices may be acquired by proper training. A good example set by the adults in the home is necessary. Voice culture, lessons in enunciation and proper voice placement are all helpful.

In our large country there are whole sections where the pronunciation shows material differences, the rolling "r," of the west, the soft singsong of the south and the flat New England "a." But these must not be confused with the uncultivated pronunciation due to ignorance, which our

children sometimes acquire from some beloved illiterate comrade. We have in mind a youngster of eight who was the constant companion of a reliable old seaman who did chores on his father's place at the seashore. At the end of the summer this child's accent and vocabulary were almost unintelligible!

The reading of good literature is without doubt a great aid to proper form of expression and a parent who reads aloud to the children with proper pronunciation is doing a double duty.

FAMILIARITIES OF SPEECH

It is a trite saying that "familiarity breeds contempt," but never is it more true than in the abuse of abbreviations. We are all too prone to short cuts and sometimes we forfeit much in not requiring a little more formality from our children. Children should not acquire the habit of saying "Doc" for "Doctor," "Ma," "Mom," and "Pa" for the more dignified and more significant "Father" and "Mother." The latter certainly sounds more attractive and carries with it a more respectful attitude.

The repetition of a person's name in response to a question which requires "Yes" or "No" for an answer is proper and it is wise to instill that

custom at once. Children may be permitted to say "Yes, Sir" or "No, Sir" to a man, though this form usually seems more appropriate for boys than for girls, but never should the colloquialism "Yes, Ma'am" or "No, Ma'am" be approved. Insistence on these points does much to prevent that carelessness in speech which is so characteristic of this age. Is not "Yes, Mother," or "Yes, Mrs. Smith" more attractive than the "Yup" or "Yeh" which we often hear and which is a mark of bad manners.

SLANG

Slang of course is more catching than any infectious disease and though a little may be unobjectionable and even refreshing in people who know when and where to use it, it is wiser to discourage slang in childhood. Parents have a real responsibility here, for if their language drops to the slangy level of most school children, there is little hope of developing any faculty of expression in real English. Teachers tell us that one of the great agonies of the school child is the writing of compositions since his method of expression has been so curtailed by abbreviations and slang that he cannot readily construct a correct sentence.

Our children absorb what they hear and it is quite a shock to hear one of them burst out with some violent expression that we have inadvertently used in their presence. Words, pronunciation, inflexion and tone of voice are instilled quite unconsciously and are rather difficult to teach directly to the busy, growing child, so that it is important for us to watch our use of slang and common expressions.

INTERRUPTING

Interrupting is a very trying habit and one we meet quite often in our adult world. We know husbands who never let their wives finish a story and vice versa, and children who clamor for answers to their demands in the midst of their elders' conversation. If we only remember it we can teach our youth early in life not to speak while others are talking. We often unconsciously encourage interrupting by answering our child in order to silence him and send him on his way, but if a child consistently remains unanswered until he sees the field is clear for his approach he will soon learn this important lesson.

SAUCINESS

A soft answer turneth away wrath and, to paraphrase for a moment, it also turneth away "pert-

ness." Many would rather see a child really naughty than impertinent or "fresh." Sarcasm invites the saucy answer which is very often a child's means of expressing his feeling of equality. For instance, you ask a child to come to you at once and if he tarries you say sarcastically "How quickly you obey." Almost instinctively the child says "I'm as quick as you'd be." Such an answer is the child's effort to justify himself and may be an attempt to meet the level of the parent's misplaced humor. It is not necessarily intended to be disrespectful. A parent who continues to correct in this vein will stimulate a habit of saucy retaliation. A better way would be to speak peremptorily or even crossly should the child not respond quickly to your command.

BOASTING

We refer in another section to the fact that boasting is unsportsmanlike and in bringing it up here we want to remind parents that this trait is very common in children. The pride of possession of things, a new auto car, a new radio, are fertile subjects for the vaunting young one and we must try to direct our home conversations away from this sort of thing. How often we should be shocked and surprised if we could hear

our own thoughtless conversations repeated when we are not supposed to be present. We can easily discuss the foolishness of such pride with a child of eight or ten.

TELEPHONE COURTESY

Then the telephone. Children usually love to use it and they should be taught to speak courteously on the pain of not being allowed to answer it. Children commit all sorts of discourtesies over the telephone if not checked and one often hears the casual "Yep" and "What" and "Wait."

CHAPTER X

PROPER DRESS

DRESS TENDENCIES OF THE ADOLESCENT

Two tendencies which parents may deplore and which are rather difficult to handle tactfully without arousing resentment are apparent in the adolescent child, whose criterion, as we have remarked before, is no longer founded on his parents' opinion but upon those of his own pals. The first tendency is too great informality and the second wearing of inappropriate dress.

INFORMALITY

It is probably in summer time that we encounter most often too great informality. Our young people are tempted to go about in their bathing suits or camping outfits from morning till night. There are places where this is permissible and our judgment can decide when it is advisable for the youngsters, but when they get into their middle teens, it is well to guide them a

bit. Too great freedom leads to a callous attitude towards the ordinary decencies. This unconventionality has been carried to such an extreme in some of our communities that there have been ordinances passed against appearing in the streets in bathing suits.

On hot days in summer it may be the custom for men to appear in their shirt sleeves, but it seems well for our boys to be taught to appear at meals at least with coats on.

Jock, an old servitor whom we knew in an old-fashioned hotel in London, went to the proprietor and asked to be relieved from serving one of the patrons who had his own apartment. When pressed to explain the reason for this request he said "He isn't a gentleman. He doesn't know enough to wear his coat and waistcoat when he is eating."

Changing one's clothes for the evening meal is a custom that is encouraged in many homes. It is not a hardship if it is done as a regular thing, and soon becomes a matter of course. We all know how dirty our children get at school or at play and it is refreshing for them and for us if they take off dirty shoes and dresses and spruce up before eating. One need not fear that care in such matters will lead to any false pride about their clothes.

INAPPROPRIATE CLOTHING

Inappropriate clothing is especially noticeable in our girls. They are apt to overdress the part and become slaves to the fashions set by their elders. Wearing a flashy dress while traveling or at school, or the other extreme wearing a camping outfit in the streets of a city, or light colored silk stockings and high heeled slippers with a sports outfit are unsuitable combinations that are often chosen by the very young. The young girl who perhaps has received her first bit of jewelry wants to display it at all times. Many women have the tendency to overdress and so much blatant poor taste is seen that we do not wonder the younger people have a difficult time learning what is appropriate.

At camps and on one's own property bloomers or knickers may be perfectly proper for the adolescent girl, and, of course, a riding suit with breeches if the girl is going riding; but traveling or shopping in such togs is very bad form, to say the least. Parents have the responsibility of teaching these fine points of distinction. We are glad to note that the Girl Scout organization does not sanction the wearing of bloomers without the skirts except at camp, and mention this because we have heard that a good deal of the laxity in

dressing could be attributed to the required uniforms of such organizations.

We do not want to suggest that we are unsympathetic with the simple life and do not appreciate the joy of comfortable bathing suits or bloomers. But these outfits have their proper places. All children should have a chance to enjoy such freedom during a part of every year, but the convention of good form dictates certain rules of appropriateness at other times.

Every community has its own local customs as to when young boys require the formal evening clothes of their father and the when and where to wear them is often dictated by local rules. We shall not attempt to suggest such details but rather make a plea for parents to consider the general principles of appropriateness and decency.

As our children grow older, and after they leave school to seek positions they realize that employers often judge applicants by their outward appearance. Though we do not mean to suggest that clothes make the man, the appropriateness and neatness of what he wears will go a long way toward prejudicing the employer in his favor.

Girls are perhaps the worst offenders for they often wish to wear out a party dress at work. In some of the large institutions now the personnel director has definite rules for appropriate dress-

ing and low neck, bare arms and flimsy materials are not allowed. In spite of the prevailing tendency to the contrary, rouge and extreme powdering is not good form, nor are strong scents and perfumes in good taste. Cosmetics should be taboo for young girls. Prinking and powdering in public is always in poor taste.

Good taste is a subtle thing and difficult to standardize, but it is interesting to note the development and improvement in the last twenty years. Houses are more attractively built, their interiors are less cluttered, furniture is on more simple lines. Children are sensitive to their physical surroundings and many a lesson in good taste is acquired by the harmonious coloring of the home and the simplicity of its furnishing. A mother striving for a beautiful home can feel assured that it is not a selfish indulgence but of distinct educational value to her children.

CHAPTER XI

MANNERS IN PLAY

FORMALITIES OF GAMES

Every sport has its own formalities and it is interesting to realize, on analyzing them, that the basis of them is thoughtfulness of others and a desire to make things fair for all participants. The unwritten rules of golf are an example: rules that govern the precedence of two players over three on the course, etc., and those who do not obey these rules are always unpopular. It is outside the purpose of this book to enumerate any specific rules that govern games or contests, but the boy or girl who is well-bred and desires to be courteous will not only make it a point to observe the written rules of any game but will also insist upon obeying the unwritten laws. This insures the friendly atmosphere that should surround all sports. One of the underlying reasons for teaching games to children aside from the physical development is the courtesy and self-control acquired.

GOOD SPORTSMANSHIP

A child's behavior in play is a far greater proof of good breeding, or the lack of it, than his actions

in any other field of action. The crown of courtesy is for the loser to award full honor to the winner and never to detract from his triumph by excuses and apologies. We must remember that "apologies account for that which they cannot alter." Teach your children to play the game as well as they can and take the result like a philosopher. Any showing of temper or sullenness in play is bad manners. This holds true for parlor games and games of cards as well as for out-door sports. If your child is a poor player of any game and is urged to play with others who understand the game better, encourage him to do so if they insist, but teach him not to make excuses after he begins and reiterate ad nauseam, as many do, that he knows nothing about the game. Do not let him spoil his willingness to coöperate by useless apologies. In other words, he should be a good sport even though he is playing a losing game. Also he should be a sporting winner, if by chance he is a continuous one and has great luck or is a much better player than the others. Be sure he never gloats. That is extremely poor sportsmanship. The dictionary definition of a sportsman is "a good loser and a graceful winner," and that is the appellation our children should earn. When we hear anyone speak of an antagonist in a game as "fair and square" we all

feel a little thrill of response. One of the early historical records of sportsmanship is found in the tales of the tournaments of the feudal knights when certain rules and forms pervaded all the combats and a man was judged by his adherence to them as well as by his actual skill in the contest. The tremendous increase in games of competition and athletic meets of all kinds has developed a whole set of ethics and conventions which belong especially to them. Many of them are not recorded in books of rules, but are simply traditions that cling to the games. We shall never forget the finals of an international tennis championship match which we saw as children, and the disgust of the spectators when one of the contestants exhibited temper on the court. When he did not win everyone felt that he deserved the loss for his lack of control. Impress on your children or pupils that good sportmanship requires an even temper and when there is a point of contention there should be graceful submission to the decision of the umpire or in informal games to one's opponent or a chosen arbiter.

ACCEPTING DISAPPOINTMENT

It is sportsmanlike and therefore well-mannered to accept disappointments, in whatever

form, bravely and without whining. Children should learn early to take corrections pleasantly and never sullenly. As we have suggested elsewhere, this depends somewhat on how the corrections are made. The corrections made quietly and more in the form of advice to an equal are productive of a happier frame of mind and attitude and are in this way more effective. Parents so often have to deny their children's requests that a home would be a sorry place if the youngsters did not learn to take refusals pleasantly.

Parents must not forget that they too must be good sports. In the face of disappointment in the prowess of their children they must face the facts fairly and not set them the example of offering excuses. Good sportsmanship exists by virtue of things left undone and unsaid. Children can suffer from the overweening pride of their parents, and good form requires that the voicing of praise for one's offspring should be left to others.

MAINTAIN THE STANDARD

Never temper rules of a game on account of the tender years of your child. He will measure up to what you demand of him especially through the rules of a game. Remember fair play is an attribute we boast of nationally.

TEASING AND CRUELTY

Teasing may in a mild way be beneficial, but by indiscriminating and cruel youth may be carried to a dangerous point. Parents should beware of a too decided inclination to indulge in this form of fun and its corollary of "practical jokes." Cruelty to animals is unsportsmanlike and a remnant of barbarism. The care and thought of dumb creatures is one of the preliminary lessons in gentle behavior.

GAMBLING

Children should never be allowed to play a game for moneyed stakes. No matter what one's ideas are on the subject for adults, as far as children are concerned it is conceded by everyone that it is unwise for them. The reasons are so obvious that it hardly seems necessary to enumerate them.

COAXING AND THE SHOW-OFF

We do not believe that we are straining the meaning of the word sportsman if we apply it to budding musicians or would-be entertainers as well as to gamesters. Who has not been wearied at one time or another by the urging it has taken

to get a child to perform? With all due respect to moods and modesty, plain old-fashioned courtesy demands that a child with a talent should accede to a request to be heard, nolens volens, and he should remember that an act done willingly pleases doubly. Enjoyment is often lost when one member of a company after another has each in his own way coerced the reluctant performer. When he is finally goaded into playing or singing as the case may be, we find ourselves exhausted and out of tune so that nothing could have charms to soothe our savage breast.

The opposite of this, is the child (and it is usually the spoiled one) who, regardless of one's desires, imposes his talent on others in season and out of season, plays or sings whether anyone has expressed a wish for it or not. Courtesy prompts the guest to applaud often in hollow mockery of his true feelings. Parents should always hesitate to inflict their children's talents on their guests, remembering their helplessly acquiescent situation. The really thoughtful child is usually sensitive enough to know when music is acceptable and never offends in this way.

SECTION III

THOUGHTFULNESS AND CONSIDERATION FOR OTHERS

CHAPTER XII

DIGNITY, RESPECT AND REVERENCE

Many of our children lack reverence and respect for authority, perhaps as a result of an over-emphasis of the theme that "any man is the equal of any other man in these United States."

To illustrate our meaning, let us quote from "The Snob," by Helen R. Martin. In a monologue spoken by one of the characters in the book, a Pennsylvania Dutchman, a professor of music in the academy, is represented as trying to impress his new neighbors in the following way:

"Now just to show you how I never knuckle down to anybody, no matter how high a person it is, here once when I was courting my wife, I took her for a buggy ride to visit the Gettysburg Battlefield, and when we stopped on top of the hill to take in the nice view another carriage came up behind us, and the driver yelled out, 'Will you drive to one side? You are obstructing the view of the President of the United States.' It was sure enough President McKinley in the buggy behind us. But do you suppose that made any difference? It did not. I had as much right to the middle of the road and the front view as the

President of the United States, or any Senator, or any Cabinet Minister or even any King had, for I was an American citizen.

"I stood on my rights. I called back 'I have this place and I am keeping this place.' Well that party in the back carriage, he hollered and he bawled and he swore but not one inch would I move till I got good and ready. Then and not till then I moved. That's the kind of man I am. I always was and I always will be."

Such an attitude is not so rare in real life. Parents and teachers should be on the look-out for any such tendency and nip it in the bud. Reverence for constituted authority is one of the bulwarks of civilization and respect for law and order should be acquired early in life.

FAMILY TRADITIONS

Nearly every family has some tradition of which it is proud, some accomplishment of a member of the family in a generation or more earlier. You will find children very responsive to family pride and can use this to inculcate respect for another age. Our young people are interested in the days before there were automobiles and airplanes, when life traveled at a slower pace; and though they may become somewhat impatient at

our criticisms of their constant demand for things that did not exist in our youth, there are ways of gaining their sympathetic appreciation by amusing anecdotes of our early days.

RESPECT FOR THE FLAG

Respect for the flag, which presupposes patriotism and love of country, is a fine foundation for citizenship. Girls and boys should stand when the flag is carried past. In the Scout organizations they are taught to salute the flag when they are in uniform and to stand at attention when they are in "mufti." Children should learn that the flag must never be draped and used as a decoration unless it hangs straight and free. There are certain rules for using the flag which every school child can learn.

RESPECT FOR ELDERS

It will not hurt our children to sacrifice themselves for the comfort of an older person living in their home. Often a grandparent is a member of the household, and three generations under one roof nearly always creates a problem. There is only one thing sadder to see than aged persons sneered at by overbearing youngsters, and that

is a grandparent who is neglected and left to live out a solitary existence.

Children take their cue from the grown-ups and undeviating respect for older people on the part of the parents inspires the same attitude in the youngsters. One will frequently find that grandparents of an advanced age are very understanding playmates for young grandchildren and many of the little forms of polite intercourse can be impressed on the youngsters while playing at grown-up activities.

Children should always rise when older people enter a room, whether they are members of the family, friends or strangers. If the older person is running in and out he can relieve the child of this duty by telling him to keep his seat.

There seems to be a feeling in some quarters that this common courtesy is servile. Recently a Trustee of a very large educational institution was being shown around the new dormitories by the Dean. They entered one of the sitting rooms where two students were reading. The students did not budge, and later the Trustee questioned the Dean about this lack of respect. The Dean's reply was that he had taught the students to pay no attention to him, as he explained:

"I like to be considered one of them, I think it is more democratic."

The Dean's idea is falsely democratic. In a matter like the above it is not only a question of courtesy towards an older person, but one of respect towards the office and authority. As a matter of fact it is the A B C of good breeding to rise when anyone enters the room in which one is sitting. In the above case the office of Dean carries with it a dignity which should be acknowledged. Democracy loses no force in fostering a few of the amenities. We reiterate that both parents and teachers should require alert attention from children in this matter, and the earlier the habit is formed the better for the child.

To illustrate how responsive children are to instruction in courteous behavior, we think the following incident is a fair example. A visitor arrived and five year old Nellie and her friend Ruth rose at once as they had been told they must do. Nellie moved to the other side of the room. After the guest had gone Ruth questioned her:

"Why did you move away from your chair when Mrs. Edwards came in?"

"Because I thought she might like my chair and she might not feel like taking it if I stood close by."

Whereupon Ruth said "Oh! Nellie, you have one more manner than I have."

While taking tea on a porch one day, the seven year old daughter of our hostess was sitting near us. When another guest approached we heard her remark under her breath as her mother stood up to greet the new arrival, "I must stand too," "I must stand too."

BEHAVIOR IN CHURCH

Children quite naturally absorb the reverent attitude in church and know they must not talk out loud. In church as well as at the theater or movies, children over eight are old enough to step forward and hold open doors, to stand aside and allow the older people to take their seats first. Never should young people, if sitting on the aisle, allow grown people to clamber over them to an inside seat. If for some reason they feel they must keep the outside seat and not move along, they should step out into the aisle and allow the older person to move in comfortably.

In church it is often a welcome aid for the younger eyes to find the places in the hymnals or prayer books and hand the book on to the elders before doing the same thing for themselves.

CHAPTER XIII

HOSPITALITY

LAWS OF HOSPITALITY

Who gives more pleasure in life than a gracious host? We all have memories of homes in which we have been made welcome, where our coming was a matter of moment, where our comfort was a matter of happy concern and the memory goes with us and cheers us.

Teach your children the law of hospitality. A guest should have the best of everything they have to offer. They should be taught to feel the responsibility of what is due their parents' guests as well as what is due guests of their own age.

COURTESIES TO YOUNG GUESTS

The ideal little host denies himself for his visitor. If there is a question between a bed and a cot, he gives the guest the bed, the best hooks on which to hang his clothes. He asks the guest his choice as to what they are to do.

Children should learn to give up their toys to a little visitor, but some children are less respon-

sive than others to this suggestion, and many young egotists will cling passionately to their possessions. Do not be discouraged by the early demonstration of selfishness, but persist in appealing with the idea of wanting to give pleasure to another. Later on, in his contacts with other children in kindergarten and school, a sense of fair play and generosity will be further developed.

COURTESIES TO ADULT GUESTS

When we come to the parents' own guests, a child usually delights in sharing the grown-ups' welcome and can be most useful in helping to remove wraps, carry bags and be on the alert to run errands while the parents settle the newcomer.

Teach your children to hold open doors and allow adults to pass before them in or out, and always have your child escort a guest to the front door in order to perform this service, even if you accompany the guest yourself. If you are living in an apartment he can go with your guest to the elevator.

THE SELFISH HOST

A child of one of mother's friends comes to spend the day. He is a stranger to the children

of the household and they look at him with suspicion. A number of their friends congregate and he holds himself a bit aloof. There seems to be no way of breaking down the barrier and the cruel little barbarians in whispering conclave plan to leave him in the "lurch." They feel no responsibility and go about their own affairs.

At a later age this same spirit shows itself when a visitor from another town meets with a group of his contemporaries and they spend their time in discussing purely local events, referring to people by their first names and making no effort to draw the visitor into the conversation. One meets such provincial behavior so often among adults that we realize it is only by early insistence with our children on the obligations one owes to a stranger that we insure the exercise of gentle manners towards visitors. One builds thus a basis for democratic and kindly behavior, and the satisfaction realized in making another individual happy is the surest stimulation for children.

Encourage your children by example and precept to ask guests about themselves and their families before treating them to the minutest details of their own lives. All of us have seen visitors overcome by new impressions, the recounting

of all the doings of the host with no thought of questioning the guest. A sympathetic drawing out of one's visitors' own interests and activities is among the first rules of hospitality.

AN IDEAL HOST

We remember calling on some friends whom we had not seen for a long time and whose house we had never visited. They lived about twenty miles away by motor, and though we were calling by appointment, when we arrived the only one to greet us was the twelve year old son, who did the honors.

We marveled at his understanding of our needs. First, we must remove our wraps, which he took and hung up, and thinking we might feel dusty from our trip, he showed us the washroom. While we were brushing up he disappeared into the kitchen and returned with a pitcher of lemonade, which he confessed to have made himself. He asked us about our trip, explained that his parents had been detained, showed us a cool corner and some comfortable chairs and was altogether as well behaved a little host as any adult. We were sure he reflected the example of his courteous parents. When they arrived shortly, he slipped out to the side porch where a long

whistle summoned several playmates and in a flash they were gone on their wheels. But he did not ask for freedom until his parents came and took the responsibility he had assumed so gracefully.

OBLIGATIONS OF VISITORS

Your children must be taught, along with being gracious hosts, to be acceptable guests. If a child is old enough to go visiting he is old enough to learn the rules.

Respect for the regulations of the household in which he is a guest comes first. Punctuality to meals heads the list perhaps, and visitors must learn to adapt themselves to little customs without crying out "We don't do that at our house."

One of the curious things that happens when children first visit each other is that the little host, from sheer excitement at having a guest and because he wishes to make an impression on him, will be incited to try stunts he never has before, and the innocent little guest gets the blame. A guest can often have a calming effect if he feels his responsibility. All of us have had mischievous little rascals visit us who perhaps tied tin cans to the dog's tail, or who set the cook's clock backward or some such prank, and we have hesi-

tated to remonstrate as we were dealing with a guest. But unguest-like behavior excuses infringement of the rule that guests must always be treated with respect. The example of two visiting children who deliberately took all the best china out of the pantry, smashed it against a stone porch and were left without punishment because they were guests, is carrying the law of hospitality to an illogical conclusion.

The guest should keep his room tidy and not leave his things about the house. Most homes are fairly well filled with objects that belong there, and if each guest is thoughtless in this matter, the house soon becomes littered and unattractive.

BREAD AND BUTTER LETTERS

Children love to visit, but the one thing for which we often have to struggle is the writing of the famous "bread and butter" letter that must follow the joyful occasion. We have seen children sitting with a sheet of paper before them, chewing the penholder and agonizing over this dutiful performance, and felt real triumph if we succeeded in getting them to write the perfunctory "thank you for a good time." Ease of expression may be developed, but the important

thing is to have them write at once, for the host is often anxious to know how the little visitor fared on the journey home especially if he traveled alone. These letters should always be written to the hostess, the head of the house.

CHAPTER XIV

NEATNESS AND ORDER

Order and neatness are the twin sisters of good manners and go hand in hand with the training in cleanliness. It is an inborn attribute with some children. We all know of youngsters who instinctively straighten things if they see them standing out of line. On the other hand some children do not seem to have any impression made on them by any example of good order. One of the surest ways to teach tidiness is to make a constant appeal to the esthetic sense. Call the child's attention to his toys neatly standing in a row, show him his clothes neatly piled in his bureau and in every way stimulate his desire to reach these attractive results.

An untidy home is a sad example for children. The first means to attain a well regulated house is to have a place for everything and begin to teach your run-abouts just where their own possessions are kept. Appeal to their sense of beauty, praise them when things are put back carefully, draw their attention to things that are clean, let them feel a sense of pleasure in clean hands by suggestion, saying "Oh, such nice clean

hands." The tone of voice carries approval, and such praise is legitimate. Create a desire for cleanliness in this way, using the Rule of Satisfaction.[1]

HURRY PRODUCES CARELESSNESS

Every mother groans over the older children who in the rush of school life and their play times try to sneak into meals without washing their hands or quickly dip them and leave the dirt on the towel. "If the hands and face are properly washed the towel should be only wet but never dirty," should be impressed upon your youngsters as soon as they learn to wash themselves. Wash cloths for the face are real necessities, and each child should have his own. They are much more sanitary than sponges, and the habit of using a corner of the towel to wash the face does not seem right except in an emergency. The desire to be clean from the skin up must be inculcated. A daily bath is desirable, even if it is only a sponge bath or shower. Sometimes we find our busy young people slipping clean outer garments over soiled underwear. Children are usually quite responsive to the reasons for frequent bathing, the explanation that the body breathes through the cells of the skin is quite fascinating to them and

[1] See Rule 3, under General Rules.

by indirect suggestion you can build up a real desire for cleanliness.

TRAVELING

Never do dainty, cleanly habits show up so well as when traveling. Many of us have suffered on trains when children have carelessly eaten oranges in our proximity, have partaken of ginger ale and spilled it all over the car, dropped chewing gum papers and chocolate coverings about them and made themselves generally a nuisance. If on a Pullman, constant washing is a relief to children, but the ones old enough to use the washroom alone must remember to respect the rights of others and not leave the washroom looking as if they had taken a shower bath, which is frequently the case, nor leave the basin full of unattractive soap suds.

Some years ago just after the war, when in Poland, we were asked to take charge of a refugee Russian child of seven who had been separated from her family for four years and had been brought through to Warsaw from Moscow dressed as a little peasant. We were to deliver her to her parents, then living in Prague. The journey took us four or five days, partly by train and partly by motor. Little Nedda talked no language

that we could understand. We knew nothing of her home or people; she seemed just a quiet pathetic little stray, dressed in simple, cheap clothing which suggested very ordinary home conditions.

But the child spoke one language which we all understood and admired, and that was the universal language of order and cleanliness, and she spoke it in as loud tones as we had ever heard. The first night on the sleeping car when she prepared for bed, we noticed that she drew from her pocket a precious bit of soap wrapped up in paper with a face cloth around it. In another piece of paper was her comb, her tooth brush was wrapped by itself, and her little belongings were done up in a bundle. Her preparations for bed were methodical. Her clothes were folded neatly on a chair and her high shoes placed squarely side by side. Her teeth were brushed and her face scrubbed with vigor. The face cloth looked quite dirty to her, for before she hung it up to dry she soaped and rubbed it until it was spotless. She combed and braided her hair in tight little braids, tying the ends neatly, and when she finished with the wash basin that too had to be well rinsed and left in apple pie order. We knew the child had been far from home and wandering for some months and we marveled at the successful training which

had become such a habit that in spite of changing conditions and life among strangers with no one to tell her what to do, she acted as a model of neatness and cleanliness.

When she was stowed in her bunk that first night, we noticed her little underthings were of fine soft material, beautifully made by hand with her monogram embroidered on each piece, and we realized that the outer plain clothing was really a disguise. But even without this proof we would have known that she was a real little aristocrat for there was no mistaking her good breeding. We needed no spoken words to assure us that she came from a well ordered home.

NEATNESS IN BATHROOMS

Children must be taught to leave the bathrooms in their own homes in good condition, towels hung up and basin rinsed. Especially where there is only one bathroom, the coöperation of all members of the family in matters like this makes the difference between a home in which one enjoys living or one whose confusion causes constant irritation. Often even our youngest children meet some large emergency well and are on their good behavior, but it is the tell-tale little things that we desire to make a matter of routine. As in all other

matters of training the only way to succeed is to begin in babyhood.

DESTRUCTIVENESS

Great attention has been paid to neatness of work in the schools in recent years, but the teachers find a difficult task before them when the children come to them without any previous training in order and method. Tidy papers, well ruled margins, names written clearly, books kept without dog's ears and without being defaced with pictures, are ideals for which teachers strive and in which parents should coöperate.

Teach your children to respect their possessions and not to mar or destroy them. Wanton destruction of toys and the deliberate defacing of the walls by tearing off the wall-paper or by pencil marks are some of the ways in which our little savages begin to show their power. With our older boys, what have we not endured from the use of their first knife when even our best pieces of furniture suffer from their desire to whittle everything in sight! Learning early not to waste and not to destroy is important.

RESPECT FOR PUBLIC PROPERTY

Respect for one's own property and that of friends is easier to teach a child than respect for

public property. Besides being many other things it is ruthless bad manners to deface a monument and carry away chips of some famous statue as a souvenir. In the daily newspapers one sees continually accounts of places of interest that have had to be closed to the public or have their guards increased on account of this furor of souvenir hunting. In many shrines in Europe and in this country one sees the names of people carved in egotistic permanence. It is wise to be adamant in one's disapproval of all such manifestations and to point out to young people what the multiplication of such wantonness would mean.

Respect for the laws that preserve the public parks and playgrounds from marauding parties and picnickers should be upheld by parents, and if children learn this when young it gradually develops in them a sense of proper obligation as applied to public property.

CHAPTER XV

THE THOUGHTLESSNESS OF NOISE

Making unnecessary noise is bad manners and if this has not been cured in the nursery age, it should be stopped before the children are too old. Slamming doors, banging up and down stairs, slinging shoes across the floor, flopping into a chair with all one's weight, are particularly obnoxious performances.

As a people we are no doubt quite used to harsh sounds. The majority of children's voices are pitched in a high and penetrating key, and any group of children playing together can be heard some distance off.

An American schoolmaster told us that when he visited Eton in England the thing that struck him at once was the soft pitch of the boys' voices. He happened to be there when the scholars were dismissed from studies and they rushed to the village in large numbers. Though they seemed to be chatting vivaciously together, their voices never reached him. He could not help contrasting in his own mind the great difference between this occasion and a similar one in America. In an

American school the air would have been rent with the loud raucous voices to which so many of us have become callous.

THE QUIET EXAMPLE

The mother has a real problem to solve when she has been holding up the father as the ideal of masculine behavior and he returns at night tired and heedless of the example he is setting, slams the doors, answers questions abruptly and generally behaves like a careless boy, undoing the effect of months of training.

Remember if you do not want your children to call to you from a distance or scream at you above the noise of other voices, you must not be guilty of this yourself. Impatience, exasperation and lack of self-control on the part of the parent is often shown by the raising of their voices, and we must not be surprised if this is soon picked up by the imitative youngsters.

Quiet movements, soft voices, no slamming doors, bespeak the well regulated home, and we subtly realize that its spirit is consideration, one for the other. Fun in plenty, yes, but it can be secured without the furor of bedlam let loose. No one can claim in defense that our boys are having a better time or are any more manly than

the softer-voiced boys of the English Public Schools.

THE SCREAMING CLUB

Last summer we occupied a camp in the North woods, lured there by the promise of peace and quiet. We went early before the other camps were occupied and were just beginning to relax after the rush and tumult of city life, when we noticed a great to-do in the adjoining camp—very near in space but invisible to the eye on account of the trees and underbrush. Our idle curiosity led us to watch developments and when we presently saw that our neighbors were a lovely, blond, dimpling mother with a few weeks' old baby and four little tow heads, the oldest one six years old, we felt peculiarly favored, for life was a bit lonesome and they filled out the picture. We made friends at once and we soon induced the four oldest ones to feel at home on our porch. They were sweet unconscious little darlings, three little girls eagerly entering into the imaginary world of the big brother of six who soon spied the possibilities of his whereabouts. In an improvised boat made of cushions he took them all rowing and thrilled them by pretending to harpoon a whale, pulling his many tons aboard while the three pairs of eyes of the little sisters grew round and tense in their

acceptance of his dramatic "pretend." When the game was over they thanked us and said they must return to Mother. Our happy reflection was "What well-mannered, adorable little tots" —and we knew our pleasure in them was not based so much on their appealing, attractive little faces as it was on their courteous behavior.

The next day while sitting in our bow window with a view of pines and lake, we were startled by the most blood-curdling yells from the next camp —first, one voice raised in a shriek, then it would be several voices. Were our little friends being punished by some peculiar, cruel method, had they been stung by bees, or were they frightened by some wild animal? One question after another came tumbling into our brains and still the screams persisted. But as we rushed to interfere the shrieks ceased and we heard the children's merry prattle just as if the horror of the moment before had not existed. So we turned ourselves right about face before we were detected. The next day about the same hour, the piercing yells began again. This time we moved more quickly and reached the rear of the camp only to have the screams stop abruptly. We were near enough to hear the sweet calm tones of the apparently undisturbed mother saying: "Children dear,

here is a rug for you to sit on. The ground is wet."

Again we were able to escape before being seen, but no sooner had we reached our camp when yells more terrible than ever followed one after the other. The welkin rang, our ears ached, and even our throats were sore in sympathy with the strain we felt the youngsters were putting on theirs.

The next morning the same performance took place, and then our nerves rebelled. We decided we had the right to demand the cause of such a disturbance. Where were the mother and the four-weeks-old baby during the racket? This time when we approached, the little tow heads spied us so we invited them back to our house, determined to solve the mystery. No need on our part to approach the subject for Freddie took the lead—with his large innocent violet eyes looking up at us from his cross-legged position at our feet, he said:

"Won't you both belong to one of our clubs? We have lots of clubs, a Beach Club that meets on the beach, a Boat Club for sailing boats, a Whispering Club that meets in the pine grove, and then we have our Screaming Club that meets in our yard."

So this was it: "Our Screaming Club." As

Freddie explained, "We just try to see who can scream the loudest and it's lots of fun."

"Freddie, where are Mother and baby brother when the Club meets?"—our curiosity led us to ask.

"Oh, Mother's right inside feeding baby brother."

"Doesn't she mind the noise?" was our tentative question.

"Mother doesn't mind anything if we are good," was his complacent reply.

What should we do? Allow ourselves to be driven from home and actually have to take to the woods to find peace and quiet, or should we make ourselves unpopular with the placid mother whose nerves and ear drums were made of other substance than ours? We had a sudden inspired alternative and we told them all we thought clubs were great fun but that we thought they were all such big grown-ups now, three, four, five and six years old that they could understand that some people did not like clubs especially if they were noisy clubs. In fact we told them very plainly that we had bad head-aches because of their screaming as we were not used to noise. We suggested that next day they move their Screaming Club to the far removed Pine Grove and have their Whispering Club meet in the back yard.

Freddie immediately acquiesced although to him it was apparently an entirely new idea that they were a nuisance without having done anything "naughty."

We were calling attention to these little friends of ours because though their "manners" were perfect they had been unfairly deprived of the early training in thoughtfulness for others, which is rarely an inherent attribute.

CELEBRATIONS WITHOUT NOISE

Consideration for others is the appeal we must make to our children when they crave noise-making. We can make the consideration for others appeal by using early the rule of satisfaction. Our baby begins to chuckle with a rattle, and is it not the noise that appeals? Our six year old boy would prefer a drum to any other toy. It is certainly not for the music it makes but for its fascinating noise, and so on up, to torpedoes and fire crackers, which are not only noisy but dangerous.

Cannot we teach our children that Fourth of July can be celebrated with fun and beauty without noise? In one small community where fire-crackers were tabooed, the children for several days ahead collected all the old wooden boxes and old bits of wood and dragged them to the beach.

At dusk on the Fourth of July, all the inhabitants congregated, lighting their way by the harmless little sparklers and then the ceremony began. Lighting the huge piled-up bonfire was a breathless event. This is only a suggestion for getting away from the rather common tendency of expressing ourselves in a primitive fashion by noise.

Beautiful ceremonies, plays, pageants, folk dances and games are more in the spirit of true celebration than noise and certainly are more thoughtful of the comfort of others.

SECTION IV

PROBLEMS OF THE UNUSUAL CHILD

Now that we have discussed the training of normal children, we cannot close this book without devoting some space to the problem of the unusual child. Nearly every mother will find that her child responds readily to the suggestions given in the foregoing pages. The desire to imitate the good manners of his elders, the natural kindness of the average child and his keen sensibility to environment and training will help to produce—not a namby-pamby model of virtue—but an easy, assured courtesy that will be of untold value in the child's later life.

However, some mothers will find that their children do not respond readily. Whenever a child is difficult to handle in the normal way he creates a special problem which must be considered thoughtfully and carefully. He may be nervous, he may have some physical defect, he may be extremely timid, or merely spoiled. Whatever the cause, he cannot be driven into the ordinary channel without, in most cases, aggravating the trouble.

Every mother confronted with these problems should secure the aid of specialists if possible.

Educators, psychiatrists and physicians have made tremendous strides in child study and their guidance may help to achieve success where disaster might otherwise result. Mothers may also derive much benefit from wider child study and the chapter on Special Aids with the Bibliography will interest those who wish to go further into the subject. The chapters in Section V merely outline the problems which may be met. Space does not permit a lengthy discussion and we do not attempt to give an exhaustive treatise on the training to be undertaken in special cases. We simply sketch the problems and suggest methods which may point the way to greater understanding.

CHAPTER XVI

THE SPOILED CHILD

Everyone has had experience with the spoiled child, the one who expects incessant coddling and petting when he is very young, who breaks his toys and demands that they be immediately replaced by new ones, who is determined to have his mother buy him the cakes he sees in a shop window and whines and begs until she does so, who wants the largest piece of candy and snatches it before guests have had a chance to choose. He is the child who is rude to everyone who fails to pay immediate and worshipful attention to him, who is confident in his ability to make his parents do as he wishes, whose every whim must be acceded to, else he becomes an intolerable nuisance.

It takes sympathetic understanding plus common sense to train properly these varying little personalities, and though we are trying to give certain fundamental rules, we do recognize that individual allowances must be made.

EARLY INDULGENCE

The more spoiled a child is, the surer it is that his parents have indulged him at an early age.

Our first rule in child training, that it is essential to begin early for proper habit formation,[1] is inverted here for instead of learning good habits early the child who is being spoiled learns bad habits early. He absorbs the idea when very young that he can have his own way in whatever strikes his fancy. By continually being allowed to do as he pleases he becomes more and more difficult to manage. So we see the working of our second rule in child training, that of repetition perfecting habits, succeeding here also, but again in the wrong direction.

SELFISHNESS WITH SATISFACTION

As a well-known child educator has said: "the spoiled child has learned to practice selfishness with satisfaction." To be selfish and thoughtless of anyone but himself gives him intense pleasure. He is acting directly in accordance with our third rule in child training, that if satisfaction accompanies an act that act will be repeated.

We know of a small boy of six who insisted that his family wait meals until he came home from playing with his friends, even though he was very late. He roared and screamed so much if he found them at table that his aunt, who was bringing him up, acceded to his wish. He had two sis-

[1] Habit Formation—Chapter II.

ters, a few years older than himself, and it gave him the keenest satisfaction to know that they had to wait for him. He often delayed coming home on purpose, knowing full well how pleasant it would be to walk in on his sisters patiently waiting. Unfortunately his aunt was very partial to him because he was the boy of the family, and also because he seemed so small and helpless when she assumed his care at his mother's death that she felt he needed her special attention.

COURAGE TO SAY "NO"

Parents and guardians must steel themselves to resist the pleadings of a child and not to give him what he wants when they know it is not good for him. When you are tempted against your better judgment to indulge your child, it is well to think of some spoiled child you know of or to visualize what the future will be like with a spoiled child of your own. If you do this, it is easier to keep a firm hand and to have the courage to say "no." Beware of the first signal, when your child whimpers and cries if he is denied things.

We cannot resist quoting what we hear so often: "Our children would be all right if only their grandmothers did not spoil them."

Some day, perhaps, a prophet will arise whose special mission will be the training of grandpar-

ents. An old-fashioned grandmother can indeed prove the greatest obstacle in the path of the young mother who desires to profit by modern methods in child hygiene and child psychology.

However, we have all seen cases of children whose parents are completely unconscious that they have acquired the habit of allowing their children to dictate to them. Parents should continually analyze their reactions and attitudes for fear of developing a too easy-going point of view towards the line of least resistance.

SPOILING DURING ILLNESS

There are times when it seems impossible not to spoil a child, but even in childish illnesses parents should keep the upper hand, for often the parents' unquestioned authority is a factor in the cure. A child who has been seriously ill in early childhood, however, is apt to be a problem, for naturally, during a prolonged convalescence it is very difficult not to indulge him and in some cases quite necessary not to cross him. He receives much more attention than he would were he well and strong. Only very wise guidance can lead this child into a normal attitude when he becomes well again. A great deal of patience has to be exerted or otherwise these children become rude

and overbearing. One often hears mothers attribute the lack of consideration for others to the untempered indulgence of a protracted illness. By facing the facts frankly when the child recovers and not dodging the issue, parents can usually overcome this temporary spoiling.

Lucy will serve as an illustration of this type of child who was indulged during an illness. When she was three years old, she had become paralyzed in one leg. She was sick for two years but at five was walking about as well as any child. Her selfishness was beyond compare. She had never been reprimanded for anything and her nurse was instructed to allow her to do as she pleased. It was always disconcerting for a stranger to meet her for the first time, for she would invariably make a personal comment such as "I do not like you, get away" or "You have a funny looking nose." Her mother and nurse would make apologies for this rudeness, explaining that Lucy did not really mean what she said, but because of her poor health she could not be scolded.

SPOILING THE TALENTED CHILD

Another instance in which a child often becomes spoiled is when he exhibits a particular talent, especially musical or dramatic. His parents want him to show off whenever there is an audience.

Of course, he derives satisfaction from the praise he receives and wants to perform whenever possible. But it is wiser not to have him play a piece on the piano or recite some verses every time company comes to call. Children may sometimes be asked to perform if the guests are desirous of having them do so, for it may give the guests real pleasure and at the same time encourage the children to practice harder if they feel their playing is appreciated and they are told they are improving. Some praise is good for children, but beware of too much.

In fact, the showing off of a child in every way is usually overdone, starting with the infant in arms who is made to smile by tickling him under the chin whenever a fond relative or friend appears, and a little later with the child who is encouraged to perform his little tricks such as playing "patty cake" because his mother is so eager to have him appear at his best before guests. Both mother and father should curb their enthusiasm for showing off their child and realize that they may be responsible for making him in the end the kind of a child no one admires.

SEEDS OF SELFISHNESS AND CONCEIT

A child is far better off in a quiet corner by himself or playing with other children than in the

center of an adult group which is bound to excite him. On occasions when the child is present, he should not be talked about, favorably or unfavorably. His mother should not boast to her neighbors of his skill in school, his prowess as an athlete, within his hearing; nor should she condemn him by saying what a naughty child he is, how hard he is to manage, and that she does not "know what to do with him." Very young children even before the age of two realize when they are being discussed. Constant praise in their presence will tend to spoil them and constant blame will tend to accentuate naughtiness or sullenness. Talking about the personal appearance of children within their hearing is not wise. A visitor often comments on the "beautiful eyes" or "lovely curly locks" of the child, not realizing that even at an early age this may sow seeds of selfishness and conceit.

Spoiled children are not only unattractive and hard to manage, but they are very apt to grow up into selfish and conceited adults who cannot adapt themselves easily to the civilized give and take of normal people.

The maiden aunt of Jeremy, in Hugh Walpole's "Jeremy," may serve as an example. He describes her thus:

"Now Aunt Amy was probably the most con-

ceited woman in Polchester. There is of course ordinary human conceit, of which every living being has his or her share. I am not speaking of that; Miss Amy Trefusis might be said to be fanatically conceited. Although she was now a really plain elderly woman, it is possible that when she was a little girl she was pretty. In any case, it is certain that she was spoiled when she was a little girl, and because she was delicate and selfish she received a good deal more attention and obedience from weak and vacillating elders than she deserved.

"After her growing up she had a year or two of moderate looks and she received during this period, several proposals; these she refused because they were not good enough and something better must be coming very shortly, but what really came very shortly was middle age and it came of course entirely unperceived by the lady."

Thus we see that spoiling during childhood may be a handicap throughout life. Its prevention is entirely in the hands of those who are rearing the children.

CHAPTER XVII

THE SHY CHILD

CAUSE AND EFFECT OF TIMIDITY

The shy child is usually the very antithesis of the spoiled child. He may have become shy as a result of too much domineering or too much sarcasm and ridicule on the part of his parents, but generally he is of an inborn timid nature. He is self-conscious before strangers, and being so may do or say the rude or impolite thing. His timidity may be accentuated in several ways. If his parents concentrate great care and anxiety on him, and this is often the case with an only child, he may interpret these precautions as a presence of danger. If he is warned against doing things for fear he might hurt himself, he begins to feel very timid about doing anything on his own initiative. Or if he receives even mild disapprobation and criticism he may develop a feeling of inferiority that only increases his shyness.

It is necessary to discuss the shy child in connection with training in manners as many rudenesses and lack of courtesies can be attributed to timidity. When we are sure that this quality is

inherent in the child, we should treat him quite differently from the ordinary youngster. If he has not unconsciously acquired the habit of answering when spoken to or other ordinary reactions we cannot succeed in changing this by calling attention to such a failure directly.

One little girl who went to a new school when she was nine years old was so painfully shy that she was on the verge of tears when asked to recite her lessons. She never did herself justice at school and at home she could not bring herself even to say "how do you do" when greeted by some older person. She did not readily take to other children, she never could be induced to answer the telephone. Her parents up to this age had tried to teach her that she must answer when spoken to, must thank people when she was given something, but her inability to practice these simple courtesies was of great concern to her mother. The principal of the new school had had vast experience and induced the parents to forego any correcting for awhile. She told them to inure themselves to mortification and allow all omissions in polite behavior to go by unnoticed. She said she felt confident that the child would absorb proper behavior unconsciously as long as she was surrounded by the proper environment and that direct precept would only tend to in-

crease her self-consciousness. In a year or two this child justified this treatment and became a quiet, courteous and very natural young girl, and later a leader among her college mates. We are quite sure that this was a wise way to proceed with just such an exaggerated case of shyness, even though in defiance of the established law of habit formation. The great factor to be relied on in such a case is the acute sensitiveness of the subject and we find that ignoring faults in such a child, especially those of social behavior, will not work out badly in the end for he will correct himself, as he does not want to be different from other children.

OVER-CORRECTIONS

Adults whose gaucheries may be attributed to shyness were probably over-corrected when young. The shy and timid child will do better work under the stimulus of praise, for such children are apt to develop an inferiority complex and often do not do themselves justice. Teachers often find surprising progress made by such children if the emphasis is put on the work they have done well and if little is said of the less skillful tasks. So let us recognize that we must depend largely on the force of example in teaching manners to a shy child.

CHAPTER XVIII

THE ONLY CHILD

An only child often has considerable advantages in certain lines of education, for his parents can afford to do many things for him—send him to a good private school, to dancing school, provide a good music teacher, have him take French lessons, send him on trips, or take him traveling; whereas if there were several children the family income could not be stretched to do for all what it can do for one. Thus, an "only child's" intellectual education can well be provided for but often his moral and character building education are neglected, for he has less chance to practice unselfishness in a large family group and to learn the simple rules of give and take.

TOO MUCH ATTENTION

It is usually the only child that is the spoiled child. Being the only and chief concern of his parents he receives their full and often oversolicitous attention. If he is very self-assertive and allowed to have his own way he becomes perky and ill-mannered. He may seem preco-

cious and wise as a result of the adult attention he receives, but often his self-discipline is not developed as it should be. If thrown with other children he does not enjoy their society, in fact does not know how to act in their presence, and if they thwart him in any way he runs to his mother for sympathy.

We know a really sad case of an only child, Joan, the one child of doting and admiring parents. she had been brought up without companionship of her own age but in the constant company of her parents and nurse, all three of whom spoiled her excessively, never requiring of her the simplest courtesies. She had all the playthings she wanted and the praise and attention which she had by degrees learned to crave. She was a helpless little thing as far as looking out for herself was concerned. Even when she was ten years old her nurse or her mother dressed her, combed her hair and brushed her teeth. Just before her eleventh birthday her parents were both killed in an automobile accident. She was sent to live with an aunt whom she had never seen before. In this household there were five children and no employees to wait on them, so that they had learned to take care of themselves. They were happy, enthusiastic children receiving impartial kindness from their mother, and when Joan ar-

rived they greeted her heartily. But she did not favor their advances. She wanted her nurse to put her to bed, she wanted the doll's house she had been forced to leave behind, she wanted candies and, what is more, she had no idea of how to get along with other children. She was extremely unhappy and ill-humored and showed it by moods sometimes of sullenness, sometimes of very bad temper, and never showed any gratitude nor thankfulness. Only after three or four months of very careful guidance and patience could her aunt make her succeed in becoming a real part of the family group.

AVOID SENTIMENTALITY

As a preventive measure against spoiling, the only child should come into contact with other children as much as possible; in kindergarten, where he learns controlled group play, or out on the playground, where he has to bump up against rivals of his own age who have no intention of catering to his wishes. By bringing other children into his home to play with him, his parents keep him away from the incessant, over-solicitous adult atmosphere which is so detrimental to his training. His parents should treat him in a friendly rather than in a sentimental way, and

show affection for him but not push it to the point of over-indulgence or physical cuddling.

We sometimes see an only child who is over-prim and fastidious sitting demurely on a chair when the occasion does not demand it or refusing to play with companions for fear of tearing or soiling his clothes. This child is generally very polite in speech but somehow we feel sorry for him for we realize he has lived in an adult environment of meticulous care where the sense of fun and comradeship has not been developed. Kindergarten, school, playground and plenty of companionship is what this only child needs.

THE NEGLECTED CHILD

We may also find an only child who is neglected, who is the very antithesis of the spoiled child. His parents may be so busy that they have no time to give to his training nor to provide amusements or companionship for him. He is left to his own devices and spends many hours alone entertaining himself in the best way he knows. When he is finally thrown into a social group at a later age, he feels strange and may be utterly at a loss as to how to behave or how to enjoy himself. Surely no child deserves such a lot. If his parents are unable to be with him or look out for his training they

should provide the means whereby it can be done. A kindergarten would seem the most advisable place to send him before school age, not only from the point of view of his training but of his happiness as well. In some communities [1] nursery schools have been organized to meet this very need, where children as young as two years can receive proper care, guidance and training.

[1] Gesell—Nursery School. (Bibliography

CHAPTER XIX

THE NERVOUS CHILD

It is essential to recognize nervous symptoms in children early in their life, before school time, for they can be guided so much more easily than at a later age. When they are very young, the symptoms of nervousness can be wiped out the more readily. A healthy mental life in the young baby should be considered as important as a healthy physical life, and as a foundation on which to build up proper social behavior on the part of the child.

NERVOUS SYMPTOMS

Nervousness or neurotic tendencies in children show themselves in various ways. A young baby will exhibit great restlessness, inability to sleep normally, or fuss at nursing time. Children a little older may have temper tantrums, may show fear of certain objects, may have moods in which for hours they go about sulking, may spend hours at a time in day dreaming, or may show great cruelty toward animals or toward persons, or again, children who are nervously unstable may repeatedly wet their beds long after proper con-

trol of the bladder is normally established, may masturbate even at a very early age, may vomit from no apparent cause, may refuse to eat. They readily get into very bad habits. No one could expect them to learn good manners, to be thoughtful of others, unless the cause of these bad habits is first removed.

Furthermore, if these bad habits remain long unchecked they become more and more exaggerated, and other bad habits are added to them. When school age comes, the nervous child who has not been wisely guided encounters great difficulties in becoming adjusted to school routine. If he does not get along in school, the next step is possibly to become a delinquent, a truant, a liar, or a thief, in fact a veritable Bolshevik in society. When he reaches adolescence his neurotic symptoms are manifested stronger than ever, and he may develop alarming mental trends that will hinder him more and more from taking his place successfully in the social group. It is then too late to do much for him; the only thing to do is to protect society from him.

CAUSES OF NERVOUSNESS

Some children inherit and are born with a weak and unstable nervous constitution, but it should

be remembered that a good portion of the nervousness exhibited in young children cannot be attributed to their poor inheritance alone. There are numerous circumstances in their daily lives that keep them from having a normal, healthy childhood. So it is never fair to say of a naughty, cranky or troublesome child:

"Oh! he was born that way, there's nothing to do about it. There's no use trying to teach him good manners. We will leave him alone. Everyone knows what he is."

Before giving up hope, there is considerable investigating the parent, the teacher, the doctor, the friend or the adviser can do to find out the causes of nervousness in a particular child.

Health is the first thing to consider. If a child has poor physical health he can easily develop nervous, irritable symptoms. Betty, age 5, had had chronic constipation for two years. She was very irritable, screamed when she saw food she did not like, screamed when she could not have her own way, and developed the habit of twitching her left shoulder every few minutes. After a good deal of medical care, careful diet, rest and fresh air, she improved both in physical health and in her conduct. The twitching of her shoulder stopped and so did her screaming. If any such

doubtful symptoms show themselves, a doctor's advice should be sought.

Then there are many who have been pronounced physically in good condition by doctors, but are nervous and very difficult to handle. Perhaps these children are not happy at home, perhaps they are not receiving the influence necessary for a healthy state of mind. There are examples without number of children who wet their beds, who masturbate, who smash any object they can get their hands on, who use bad language, who do any number of things, because they are jealous, because they are neglected and are clamoring for attention, because they are imitating other children, or because they are living in a nervous atmosphere. Of course, there are many other reasons. These are just a few of the outstanding ones.

Look at the case of Mary and John. Mary was a little girl of seven, well-behaved, and polite in school. She gave her teachers no trouble, but at home she was a source of great worry to her parents because she took delight in cutting up clothes. She had a younger brother, John, five years old. Most of her energy was used in cutting the buttons off her brother's clothes. She was punished but the cutting habit became worse and worse. After six months her activities were extended to the cutting of John's shirts into shreds. At the

end of a year she began cutting up her mother's dresses also. She seemed to be afraid of no punishment. The cause of the trouble was at last found out. The nursemaid who took the two children out in the afternoons was especially fond of John. John was her favorite. She would praise him before Mary, call him a white angel and call her a black angel. Mary was jealous of her brother, terribly so. At the end of the year a new nurse came. She treated both children alike. She praised them both when they were well behaved. Mary became happier in a very few weeks, she smiled and laughed a good deal more and she stopped cutting up clothes. Her mother was greatly relieved for she had begun to feel that Mary was just a queer child who never could be cured of certain habits.

Here is another case. Tom was a little boy of four and very troublesome. He stuttered badly. He never sat still, especially at meals, where he wiggled in his chair and fidgeted and played with his food. He would wake up in the night and scream. His was not a case of jealousy, for his mother loved her three children and they were all treated alike. Tom was being influenced by a very nervous, sickly aunt who lived with the family. The aunt was a real stutterer. She was very fidgety and very afraid that accidents would

happen to the children, especially to Tom who was the youngest. She was continually warning him not to do this, not to do that. When she went away, Tom was almost completely cured. He stopped stuttering and wiggling at meals. He did not immediately stop screaming at night, but his mother hoped he would after a time. She was able to teach him not to play with his food but to eat politely. While he wiggled and fidgeted she had not been able to do anything with him.

When children show nervous symptoms, when they become very troublesome, it is best to do something about it immediately. See a doctor, preferably a child specialist. So much can be done for nervous children to help them become normal and healthy. A good many children cannot be cured as easily as Mary and Tom, but they can be helped. Great patience has to be exerted toward these children, especially towards the child who has inherited a weak nervous constitution. Remember he is not a hopeless case, a guiding hand can help him in becoming a well-behaved, normal child, but do not undertake any treatment without professional advice.

Child psychology is a difficult science, and we are simply touching the surface in our suggestions. Parents must seek the underlying causes of unusual reactions.

SECTION V

SPECIAL AIDS AND BIBLIOGRAPHY

CHAPTER XX

AIDS

If you suddenly awake to the fact that your children have "no manners" or that they have bad manners, sit down quietly and dispassionately list all the ways in which you find them wanting. Seeing their faults enumerated in black and white will keep you from being vague.

If a child twelve years of age has no manners, if he is boorish and rude, has resisted all previous training in thoughtfulness and shows utter indifference to the small amenities which should by this time be second nature to him, you have a difficult task. But this is your last chance to save him from future embarrassment, so double your efforts and do not minimize the obstacles. The main ones are his budding self-consciousness and the obstinacy of bad habits. Training without example is more useless at this age than ever before as the child is now wise enough to detect discrepancies between precept and behavior. We cannot side-step our responsibility in being the criterion by which our children judge the world about them.

As your children grow older they begin to question some of the rules that regulate polite behav-

ior, but you can readily point out to them at this stage that to do unto others as they would be done by is a pretty safe guide even in what may seem superficial attitudes.

BOY AND GIRL SCOUTS

There are many aids outside the home that can be trusted to supplement the training in courtesy, reverence and gentle manners given at home. One of the most valuable for children over ten is the Girl or Boy Scout organization. There are allied ones but these two are fine examples of helpful groups. Their laws are sane, sound and unsentimental. Parents can depend on a good Scout to be patriotic, reverent and under better control and discipline than children without the advantages that Scout training brings.

The feeling that he belongs to a world-wide group whose ideals are everywhere the same gives to the growing youngster a stimulation to loyalty and definite personal responsibility for his behavior that is of great help in forming a basis on which to build consideration for others. We once visited a mining town of about 400 inhabitants, where every boy in the town was a Boy Scout and every girl a Girl Scout, and we were particularly struck with the alert courtesy of the young people.

Parents can well depend on such activities to emphasize the home training in manners.

At the Scout age of ten or twelve thoughtfulness can be deliberately taught. A child's imagination can be played upon to visualize himself in the other person's place, be it child or grown up. Be friendly, do not talk down to a child. We have accentuated good example as a very potent force in laying a foundation of good manners and we can cling to that idea all through the training period. But we must also remember that children do not act entirely by imitation. They have wills of their own and like to try things out for themselves. A child under eight years old is unmoral. No moral idea of manners can possibly appeal to his feeble reasoning power. However, begin as early as possible to develop a love of doing something for others—a joyous sense of service; at least one kind deed each day, as one of the Scout Laws commands.

DANCING SCHOOL

The group training of dancing school plays a useful part. A child not only learns control of leg and foot muscles, but often accepts suggestions about manners from a dancing teacher that he may not accept at home because in his eyes the dancing teacher is a great personage.

We must not forget that an appeal to a child's sense of fun will often steer him in the right direction. A friendly, jolly correction to a child, showing him the absurdity of some neglect or rudeness, will often make more impression than a severe reprimand. Ridicule before others is seldom wise and sarcasm, as we point out elsewhere, creates irritation and the wrong attitude.

REWARDS

Now we come to the burning question of when to use rewards. The first axiom is that bribing should rarely if ever be resorted to, for the satisfaction of the child is attached to the wrong thing: to the bribe and not to the action desired. We must realize that in order to build character and proper habits the desired reaction itself must bring satisfaction. Rewards can be given in recognition of accomplishment but should not be too frequent, as they lose their meaning if used indiscriminately, just as we suggested in another chapter that too frequently repeated punishments lose their efficacy. It may seem wise to give a child a gift in token of hard work. One child we know of receives fifty cents every time he has a perfect mark in school, but good manners should be taken more for granted and taught early.

Some form of reward, however, may be necessary if you find your adolescent child decidedly delinquent in good behavior.

READING

We can call on books as an aid in teaching good manners. Chivalry is found under many forms in the classics and biographies of famous and successful men afford many vivid examples of the qualities we want our children to acquire. There is so much action in our life today and the diversions of the movies and the radio often take up so much of the leisure time of our young people that they do not depend on reading as much as they did in former times. But they are missing much if they do not learn to enjoy good reading. Many of the schools require a certain amount of knowledge of good literature, but the teacher has a difficult time to make reading appeal without the coöperation of the home. It behooves the parents to keep good reading material within easy access of their children, especially at the adolescent age.

GAMES

There is much opportunity for learning moral lessons in playing games. The first lesson our five-year-old child learns is the necessity of taking

turns. This has two sides. It stops something that he enjoys doing so that his companion can have his turn, and it makes him wait for his own turn to come. Parents should realize that this first lesson in sportsmanship is fundamental and if not properly learned it is often the basis of much unhappiness and maladjustment in later years. If the children dispute over games when first learning, a parent should help by suggesting and not by reprimand, for children must learn to stand on their own feet in games and contests.

More important still, games teach the eight-year-old courage, fair play, disapproval of the tell-tale or the coward, and self-reliance. He finds that by what he does himself he succeeds or fails. Then, by the time he is of Scout age, he becomes definitely loyal through play: he stands for strict adherence to rules and learns the value of team play.

We wonder if most parents of boys and girls recognize how much more easily boys absorb the spirit of team work than do their girls. The latter are more given to petty jealousies and individual self-consciousness, and have a tendency to snub their adversaries. If parents recognize this leaning in their daughters, they can often help them to a more sportsmanlike attitude.

MOTHER PLAY

Even as early as the first and second years, a mother will find many valuable suggestions in Froebel's "Mother Play." His methods are helpful in solving the problem of proper instruction prior to the kindergarten age.

A woman friend of ours serves as one of the best examples we have ever seen of the success of Froebel's principles, though she had never seen his book. She was a widow who lived in an isolated community far from relatives and friends, and she allowed her only child, a little boy, to share in all her household activities. At the age of two he had his own little implements: when his mother swept he helped with his own little broom; when she scrubbed the floor it was his special delight to help also and the damage to his clean rompers seemed of minute importance. When his mother went to the coal bin for coal, he followed with his little pail and shovel and proudly carried in his share. He had a little wash-tub, and while his mother washed his clothes he was given a handkerchief or two which he rubbed, exhibiting their snowy whiteness with great pride. Then he had a little toy iron which was heated along with the large ones on the stove, and his

little ironing board arranged on a box to suit his height was his special joy. He helped in the daily task of feeding the chickens and pigs and was gleeful when allowed to wheel home the provisions from the country store. His mother brought him on a visit to us when he was two and a half years old and we never saw a more capable and well disciplined child. When he saw us dusting books he begged for a cloth and assisted us with such vigor that he nearly rubbed the bindings off. When he saw the man bringing in logs for the fire he eagerly wanted to take hold. "I can pack wood too," he declared, and his ambition would have led him to try and lift the logs that were nearly twice his size.

Allow your child to find some of his recreation in work, for the dignity and self-respect he acquires in being helpful is a splendid basis on which to rear good manners.

HELPFUL ORGANIZATIONS

Such organizations as those listed below will be found invaluable in supplementing the home training in courtesy.

Nursery Schools (for tiny tots of pre-kindergarten age)
Kindergartens

Dancing Schools

Religious Training Classes (Sunday Schools, etc.)

Supervised Playgrounds

Supervised Athletics

Boy Scouts, Girl Scouts, and similar organizations

Knighthood of Youth, National Child Welfare Association, 70 Fifth Avenue, New York.

Parents Leagues

Parent-Teachers Associations

The mother will find of greatest aid for her own information the many books on child study listed in the Bibliography which follows.

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